This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2020-2021
District	Eugene School District 4J
Webpage (*Where SIA Plan will be Posted*)	Eugene School District 4J Student Success Act
Contact Person	Name: Charis McGaughy Email: mcgaughy_c@4j.lane.edu Phone: 541-790-7735

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- *A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).*
- *The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).*

The community served by Eugene School District 4J has a long and proud history of active engagement and support for public education. Another great strength for our district is the fact that in the last twenty years our student body has become much more demographically diverse. For example, in 2000-01, 80 percent of our students were White, now that percentage has decreased to 69 percent. 4J students now speak 46 different home languages and arrive in the district with a growing diversity of cultural and socioeconomic backgrounds. In 2000-01, only 22% of students were navigating poverty and receiving free or reduced-priced lunches, now that percentage is 48%. In addition, our district's student

enrollment is trending upwards since a low in 2014 (gaining over 1,000 students). As of 10/1/2019, there were 17,415 students enrolled in the Eugene School District 4J (which is increasing back towards the high enrollment point of 19,020 students on 10/1/1997).

Despite these strengths, our data, unfortunately, shows that opportunity and achievement gaps persist for our historically underserved students, specifically including our students experiencing homelessness, our indigenous students, our students experiencing disabilities, our English Language Learners, our migrant students, our students from underserved races and ethnicities, and our economically disadvantaged students.

Through this process, the district has collected a tremendous amount of community input. What differs about this process, however, was the extent of the engagement with historically underserved communities. Instead of only holding events for community members to come to us, we actively sought out and attended existing community events representing different groups from our community. We believe we have collected feedback from voices we have not always proactively solicited in the past. What we heard from our community through our extensive engagement efforts, and is reinforced by our analysis of our student data, is that we are very excited to be able to reinvest the SIA funds in our schools to support our historically underserved students and close the persistent gaps. Here is a summary of our plan, organized by the four key areas allowable for improvement, which addresses student achievement disparities and incorporates community input [please refer to Artifact 1 and Artifact 5 for more details]:

- Well-Rounded Education: In reviewing our state assessment data, 4J continues to have persistent opportunity and achievement gaps in ELA and math proficiency rates, particularly for migrant students, English Language Learners, students with disabilities, homeless students, African American, Pacific Islander, Latinx, economically disadvantaged and American Indian students. Another alarming data point is the downward trend for the past four years in our 3rd grade reading scores, also showing wide disparities for our historically underserved students. We are also addressing the concern in the downward trend in the percentage of time our special education students are served in at least 80 percent of the day in regular classrooms. After sharing this data with our community, the highest levels of support in this area were: improve reading, improve special education, increase high school electives (addressed in our High School Success Plan), and increase support for our emerging bilingual students. In response, this SIA plan is addressing these issues by including four initiatives aimed at closing our disparities:
  1. *Improve 3rd Grade Reading*: implement a comprehensive plan to provide a full continuum of literacy skills and support, and expanding access to early learning and school readiness programs.
  2. *Learning for All Model*: increasing access and inclusion for all students, specifically including students receiving special education services.
  3. *Enhancing the NATIVES Program*: increases direct support services for our Native American students, including tutoring, summer camp, and educational and cultural programming.
  4. *Emergent Bilingual Student Success Plan*: provides extensive supports and professional learning to meet the needs of our developing multilingual students, migrant students, and recent arrival students and families.

- Health and Safety: In reviewing our data, we see persistent patterns of disparities between student groups in percent of regular attenders and exclusionary discipline practices. What we heard from the community receiving the highest support was to: increase mental health supports; increase behavior supports; increase nurses; and increase student behavioral support coordinators. In response, the SIA plan is addressing these areas with two planned initiatives:
  1. *Behavior Framework and Support Services*: this initiative expands and accelerates the implementation of the 4J Behavior Framework, including building out a complete MTSS for academic and behavioral needs and increase staffing and support to improve behavior, social emotional learning, and mental health needs.
  2. *Wraparound Support Teams*: this plan creates regional care teams to provide wrap-around supports and referrals to community partners for students and families experiencing crisis, including mental health, homelessness, chronic absenteeism, new arrivals, and/or other marginalized groups.
- Class Size: In reviewing our data, on average, our middle schools currently have the largest average class sizes. In general, our higher needs schools have lower class sizes due to the use of a Needs Index and Title I funds. What we heard strongly from our community is the desire for lower class sizes, but not across all grade levels. Targeted class size reductions received the highest support, including: reducing class sizes in grades 1-2 equal to our current Kindergarten levels; reducing class sizes in high poverty elementary schools; reducing the largest class size bubbles with a targeted staffing pool (continue this existing practice); and reducing the middle school class sizes. In response, this SIA plan includes funding to reduce the class sizes for:
  1. *Grades 1-2*: reduce staffing ratio to Kindergarten level (the highest level of support overall across all areas).
  2. *Middle Schools*: reduce staffing ratio by 2 students per teacher (in combination with general funds).
  3. *Borderline higher poverty schools*: provide additional staffing for the two elementary and two middle schools closest to being eligible for Title I funding.
- Instructional Time: Two years ago, our school district changed to consistent school schedules by level across the district, thereby guaranteeing all students have access to the state minimum requirements for instructional time. Our community's highest support in increasing instructional time was for: reducing classroom time spent on standardized testing (to be addressed in a separate district plan not as part of SIA); extending Title I summer school; expanding after school programs; and fully scheduling 11th and 12th graders. In response, this SIA plan includes addressing these areas by:
  1. *BEST Afterschool Programming*: expanding the district's afterschool program to add two more Title I elementary schools.
  2. *Title I Summer School*: Expanding our summer school program to include all interested economically disadvantaged students in grades K-8, not only students in Title I schools.
  3. *High School Success (HSS) Plan to Fully Schedule All Students*: this plan integrates the SIA plan with our HSS plan. Our HSS investments to date are already showing growth in our student data for increasing the percentage of 9th graders on track to graduate, and increasing our 4-year graduation and 5-year completion rates (including narrowing gaps for some of our historically underserved students). We plan to leverage both the SIA and HSS to support improvements across preK through age 21, as appropriate. For fully scheduling 11th and 12th graders, we are developing a 3-year plan that includes adding

high engagement courses such as CTE and electives, expanding internships and apprenticeship opportunities, and creating a 9th grade seminar.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:
- *Who you engaged*
- *Frequency / occurrences*
- *How you ensured engagement of staff and each of the focal student groups and their families*
- *Key information you collected*
- *(250 words or less)*

The district conducted an extensive community engagement process to solicit feedback from historically underserved students and community members, including:

- Conducting 24 sessions to solicit input from historically underrepresented groups such as homeless students, Spanish speaking special education families, economically disadvantaged families, students of color affinity groups, etc. [See Artifact 2].
- Hosting 4 all-staff meetings, 8 special education focused meetings, 12 community meetings (2 in Spanish; all had interpreters, food and childcare)
- Administering two rounds of surveys:
    1. Early fall: resulted in 727 respondents identifying priorities within the 5 required SSA priority areas [see Artifact 3].
    2. January: resulted in 672 respondents prioritizing potential investments aligned to the four allowable funding areas [See Artifact 4].

The complete analysis of all of the community engagement data resulted in the following top themes, which evolved into 9 initiatives that comprise 4J's plan:

1. Well-Rounded Education:
    •Improve reading
    •Increase special education support
    •Increase high school electives (addressed in High School Success (HSS) plan)
    •Increase support for bilingual students

2. Health and Safety:
    •Increase mental health supports
    •Increase behavior supports
    •Increase nurses
    •Increase student success coordinators (addressed in Class Size section)

3. Class Size:
    •Reduce class sizes in grades 1-2
    •Reduce class sizes in high poverty elementary schools
    •Reduce largest class sizes with targeted staffing pool (uses general funds)

•Reduce MS class sizes

4. Instructional Time:
•Reduce classroom time spent on standardized testing (addressed in a separate proposal to the board).
•Extend Title I summer school
•Expand after school programs
•Fully schedule 11th and 12th graders (addressed in HSS Plan)

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

Overall, we are grateful and have collected important information from the tremendous amount of community input we received from this process. The community of Eugene has a long and proud history of active engagement and support for public education. What differs about this process, however, was our ability to engage with historically underserved communities. Instead of only holding events for community members to come to us, we actively sought out and attended existing community events representing different groups from our community. Specifically, we have the largest amount of student feedback we have ever collected through an engagement effort. We sent an administrator out to schools to collect input from various student affinity groups, student leadership groups, and special education classes. We believe we have collected feedback from voices we have not sufficiently proactively solicited in the past.

What we heard from our community is that we are very excited to be able to reinvest in our schools to support our historically underserved students. Our community wants to increase mental health and behavioral support for students, improve elementary reading instruction, have smaller class sizes and caseloads, and expand extended learning opportunities such as KITS, afterschool and summer school programs. Our data, unfortunately, shows us that opportunity and achievement gaps persist for our historically underserved students, specifically including our homeless students, our indigenous students, our students experiencing disabilities, our English Language Learners, our migrant students, our students from underserved races and ethnicities, and our economically disadvantaged students. We believe the plan we have developed is closely aligned with both what our historically underserved students need to be successful and the community's priorities.

The barriers we encountered centered around the desire for even more input from historically underserved communities; to work more closely with our employee groups; and resource constraints. We believe we have established a strong foundation for engaging historically underserved groups, but it is only a starting point. We want to continue to foster the relationships we have established, and continue to expand our partnerships, particularly with community organizations serving or representing historically underserved youth. In addition, we did not actively involve the business community, and only connected with one network involving communities of faith. We also would like to partner with our bargaining units in the future to co-sponsor staff engagement events and outreach efforts. We will continue to extend this invitation, and work to identify any barriers or concerns our associations have with partnering with us instead of working independently. Finally, the very short timeline and lack of additional resources served as barriers. The amount of work we accomplished in such a truncated

timeline, all done by existing staff already overextended, is quite impressive, but is not sustainable, not best practice, and has had negative effects on other efforts in the district.

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

We partnered with several key community groups to solicit input from historically underserved groups, including:

- The ARC of Lane County
- Centro Latino Americano
- Native Americans Towards Improved Values in Education and Society (NATIVES) Parent Committee
- 15th Night (a rapid network access network comprised of over 50 Eugene-Springfield local organizations to support youth experiencing housing insecurity)
- NAACP
- One Hope (supports Project Hope for economically disadvantaged families)
- League of United Latin American Citizens of Lane County (LULAC)
- Looking Glass

In the future, we would not only like to schedule on-going and recurring engagement sessions with these community partners, but also continue to build and expand these partnerships with other organizations serving historically underserved families.

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

Whereas our community engagement efforts are invaluable, they are not sustainable within current district capacity. These partnerships require staff time to build, plan, recruit, organize, facilitate and analyze the partnerships, events and data collected. All of this was done with existing staff with existing responsibilities. The extensive work we have done to meet the SSA/SIA requirements has meant that other critically important district initiatives have been put on hold, such as our curriculum adoptions and efforts to reduce chronic absenteeism as just two examples. Specific ODE support should include:
- Additional staffing resources for districts to sustain ongoing community engagement, needs assessment, and data collection and analysis efforts
- An improved toolkit with sample surveys, community correspondence, meeting agendas with detailed best practice activities and tools to collect feedback.
- Assistance in identifying and connecting with historically underserved groups.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:
- Students of color ✓
- Students with disabilities ✓

- Students who are emerging bilinguals ✓

- Students navigating poverty, homelessness, and foster care ✓

- Families of students of color ✓

- Families of students with disabilities ✓

- Families of students who are emerging bilinguals ✓

- Families of students navigating poverty, homelessness, and foster care ✓

- Licensed staff (administrators, teachers, counselors, etc.) ✓

- Classified staff (paraprofessionals, bus drivers, office support, etc.) ✓

- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) ✓

- Tribal members (adults and youth) ✓

- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) ✓

- Business community

- Community leaders ✓

Other ___Charter Schools & Private Alternative School Providers__

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

- Survey(s) or other engagement applications (i.e. Thought Exchange) ✓

- In-person forum(s) ✓

- 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

Upload your top five artifacts of engagement.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

The following five artifacts demonstrate the breadth and depth of our engagement efforts:

1. Artifact 1: 4J Equity Decision Tool: Analyzes the 4J SIA plan using the 4J Equity Decision Tool.
2. Artifact 2: List of Events: Lists all 50 engagement events, and includes the name of the event, the date and the targeted audience.
3. Artifact 3: Summary of Phase I Community Feedback. Describes the results from the first phase of engagement activities that focused on identifying priorities for the SIA plan (including the results of the surveys, forums, and focus groups combined). This analysis also examines survey results disaggregated by respondent type and demographic groups.
4. Artifact 4: 4J_Summary SSA Phase II Survey _2020-02-05: Summarizes the second phase of engagement that included 8 community and staff forums and 672 survey respondents. The focus was on what investments will best support student success, particularly for our historically underserved students. Staff, families and community members were invited to review student outcome data, consider example investments developed with input from Phase 1, make additional suggestions, and weigh in on priorities and preferences for investments to meet the goals of the Student Success Act. This summary described the respondents by stakeholder group, race, and student need.
5. Artifact 5: SIA Proposal Presentation from Feb. 19, 2020: Summarizes for the school board the disparities in student data, the community engagement feedback, and the proposed plans derived from these two sources of data, organized by the four allowable categories for funding within the SIA plan.

- *Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)*

  The district used multiple strategies to engage focal student groups and their families. We purposefully used strategies that had district staff go to places and events where the

students and families would be, instead of expecting them to come to our events. These strategies included:

- Conducting direct outreach in schools to collect student voice.
- Attending events targeted to focal groups of students and conducted interviews and focus groups (such as our Student Townhall Symposium for students of color and a City of Eugene picnic at the library for students experiencing homelessness).
- Creating an online survey (in English and Spanish) and having schools use their frequent family communication methods to encourage responses, including asking students to complete the survey during advisory.

- *Describe at least two **activities** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)*

  The primary activities we executed to engage focal student groups and their families were selected as ways to collect feedback in a safe, age-appropriate manner in a familiar setting to the students and families. These activities included:

  1. Sending administrators to meet with groups of students across our schools. The primary collector of student voice is a veteran administrator considered an elder leader in Eugene, and particularly within our communities of color. He met with different student affinity groups and student leadership groups in our middle and high schools. He also went to some 5th grade classrooms to solicit input. He asked the students two discussion questions:

     a. What are we doing well to support students?
     b. What could we do better to support students?

     The students then generated a whole group list of possible ideas, and then formed small discussion groups based on their interests. Once the students had the opportunity to discuss and generate ideas in small groups, the administrator then had them write their thoughts individually, and collected the input. In addition, a bilingual administer followed a similar process collecting input in Spanish from Spanish speaking students and families from the North Eugene High School region in our district.

  2. Reaching out to our community partners representing historically underserved groups for district staff members to attend events or meetings where students and families would be present. District staff attended 24 sessions to solicit input from historically underrepresented groups such as homeless students, Spanish speaking special education families, economically disadvantaged families, students of color affinity groups, etc. [See Artifact 2]. Depending on the event,

we either conducted individual interviews or held small group focus groups to solicit feedback. Four of the events were conducted in Spanish.

3. Administering two rounds of surveys (available in both English and Spanish):
    a. The district administered a Phase I Survey in the early fall. The purpose of this survey was to identify the highest priorities from students, staff and the community from within the 5 required SSA priority areas. This resulted in 727 respondents identifying priorities [see Artifact 2].
    b. The district administered a Phase II survey during January. The purpose of this survey was to seek input from students, staff and the community about how to prioritize potential investments based on the Phase I survey and community engagement results. This resulted in 672 respondents prioritizing potential investments aligned to the four allowable funding areas [See Artifact 3].

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

The district used multiple strategies to engage staff members. We purposefully selected strategies that would be responsive to staff preferences for providing input. These included meetings for staff wanting the opportunity to discuss ideas and provide input in person. These were held at various times and locations throughout the district for convenience. We also conducted two rounds of surveys, and had our principals provide time for staff to complete surveys during staff meetings. We also worked with our employee groups to encourage participation. The school board has also had an item for information to discuss the progress on developing the plan, and provided time for public comment throughout.

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

The primary activities we used to engage staff members were selected to collect feedback in convenient ways to accommodate different schedules, and to allow the opportunity for discussion and interaction if preferred. These activities included:

1. Staff engagement events-- 14 total staff focused engagement events were offered. Seven of these meetings were specifically focused on special education. This included a visioning process to develop the "Learning for All" initiative for the SIA plan that improves inclusion, access and success for our special education students in general education classrooms and to improve their graduation rates.
2. Administering two rounds of surveys (available in both English and Spanish):
    a. The district administered a Phase I Survey in the early fall. The purpose of this survey was to identify the highest priorities from staff and the

community from within the 5 required SSA priority areas. This resulted in 289 responses from staff (out of 727 total responses) identifying priorities [see Artifact 3]. Building principals were asked to provide time during staff meetings for staff to respond.

b. The district administered a Phase II survey during January. The purpose of this survey was to seek input from staff and the community about how to prioritize potential investments based on the Phase I survey and community engagement results. This resulted in 328 responses from staff (from 672 total responses) prioritizing potential investments aligned to the four allowable funding areas [See Artifact 4]. Building principals were asked to provide time during staff meetings for staff to respond.

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

Overall, the district has collected a tremendous amount of student, staff and community input. After two rounds of data collection from engagement activities, the district collected 1,399 total responses across two surveys, and held 50 community engagement events. Here are the overall highest priorities that emerged, in order of highest community support, and how this is addressed in this SIA plan (please refer to Artifact 5 for more detail):

1. Reduce class sizes in grades 1-2: the plan would reduce staffing ratio to Kindergarten level (1:23).
2. Add mental health therapists: adds mental health supports to strengthen MTSS (4J Behavior Framework), including increasing community partners to provide therapy and hiring additional school psychologist, and creates wraparound student support teams to support students experiencing mental health crisis.
3. Reduce class sizes in Title 1 elementary schools: in addition to reducing class sizes in grades 1-2, the plan adds reading specialists (enabling smaller class sizes during reading instruction) and student behavioral support coordinators in our largest and highest needs elementary schools.
4. Reduce largest class sizes with targeted reductions: continues current general fund reserve pool to address large class size "bubbles" such as no elementary class with more than 30 students.
5. Reduce classroom time spent on standardized testing: addressed in a separate district plan not as part of SIA.
6. Improve elementary reading instruction: implement a comprehensive plan to provide a full continuum of literacy skills and support, and expanding access to early learning and school readiness programs.
7. Reduce overall class sizes in middle schools: reduce staffing ratio by 2 students per teacher to 1:26 (in combination with general funds).
8. Add EAs to provide small group instruction: Add 8 middle school EAs (one at each) to support behavior skill building, and add licensed staff at primary grade levels to provide small group instruction.
9. Reduce core classes in middle schools: reduce staffing ratio by 2 students per teacher to 1:26 (in combination with general funds).

10. Add behavior specialists: add 8 students behavior support coordinators at largest and highest needs elementary schools; add one district behavior specialist, and add 8 middle school EAs to support behavioral needs.

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

There were four main data sources used:

● Summary and detailed reports on the 4J Key Performance Indicators (KPIs), both at the aggregated and disaggregated levels (available at 4jkpis.net).

● Feedback provided by students, staff, and the community through a large variety of surveys, forums, and focus groups, both in Spanish and English.

● Oregon Integrated System (ORIS) district and school needs assessment.

● Information collected by the district's NATIVES program as well as consultants with ODE who are liaisons with the nine Federally Recognized Tribes.

Our data plan informed our equity-based decision making by providing disaggregated data, focusing the analysis on our groups of students traditionally underserved by the educational system in Oregon and the US, and integrating the analysis of the data with the 4J equity decision-making tool (please see Artifact 1).

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:
1. SIA Integrated Planning Tool (created by ODE)
2. Clackamas ESD SIA Plan Template

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)

The Eugene School District 4J Decision Tool was utilized to guide the development of the 4J SIA plan. Each of the eight areas of focus (stakeholders, purpose, inequities, negative effects, positive effects, root causes and sustainability) were addressed in each proposed investment which include: Improving 3ʳᵈ grade reading, learning for all model (inclusion), enhancing the NATIVES program, emergent-bilingual student success, 4J Behavioral Framework and supports, wraparound services, class size reduction, and BEST after school and summer school programs. The *purpose* of our SIA plan is to increase the academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet our students' behavioral and mental health needs. For that end, the development of the 4J SIA plan started with the collaboration of twenty-four different groups of stakeholders from our historically underrepresented groups.

From there, district teams of stakeholders developed outcomes that addressed the root causes of the current outcomes and utilized the stakeholder input as a starting base. The result of which are the proposed investments of the 4J SIA plan which include adequately funded research based strategies and activities aimed at increasing short and long term positive outcomes for our underserved populations.

Part Six: Use of Funds
(Application)

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

- Increasing instructional time✓

- Addressing students' health and safety needs✓

- Evidence-based strategies for reducing class size and caseloads✓

- Expanding availability of and student participation in well-rounded learning experiences✓

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

Taken as a whole, our SIA plan is specifically designed to meet students' mental health needs, increase academic achievement and reduce academic disparities for our historically underserved groups of students. In particular, each initiative within the SIA plan will have the following impact (please see Artifact 5):

1. *Improve 3rd Grade Reading*: This comprehensive school readiness through grade three reading initiative will increase reading proficiency for all students, and close the third grade reading disparities between groups of students.
2. *Learning for All Model*: This instructional initiative aimed at increasing access and inclusion for all students will specifically increase the time special education students are served in less restrictive environments, and close achievement gaps for students experiencing disabilities.
3. *Enhancing the NATIVES Program*: This Increase in direct support services for our Native American students will close achievement, attendance and graduation disparities, and strengthen the district's partnerships with Oregon's recognized tribes.
4. *Emergent Bilingual Student Success Plan*: This systematic plan to improve instruction and supports for our developing multilingual students will increase the number of students making adequate yearly growth in English development and closing the gaps in graduation and completion rates.
5. *Behavior Framework and Support Services*: This initiative expands the implementation of the 4J Behavior Framework and implementation of our MTSS. This work will improve behavior, social emotional learning, and mental health needs to increase students sense of safety and belonging, reduce behavior incidents, and increase instructional time on task for all students.
6. *Wraparound Support Teams*: This creates regional wraparound care teams for students experiencing crisis to increase attendance and graduation rates for our most vulnerable students, including students experiencing mental health challenges, homelessness, chronic absenteeism, new arrivals, and/or other marginalized groups.
7. *Reduce Class Sizes:* This reduces class sizes in grades 1-2 and middle schools*,* and provides additional staffing for the two elementary and two middle schools closest to being eligible for Title I funding to increase student academic proficiency and reduce discipline incidents.
8. *Extended Learning:* This expands afterschool and summer school programs to increase student achievement and enrichment opportunities for economically disadvantaged students.
9. *High School Success (HSS) Plan to Fully Schedule All Students*: This three-year plan to braid HSS and SIA funds to fully schedule all HS students (for Year 1, all funds will come from HSS), resulting in increased student engagement and an increase our 4-year graduation and 5-year completion rates for all students, and closing gaps for our underserved groups.

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

Our SIA plan was developed using an equity lens by prioritizing engaging historically underserved students and families to inform our plan, and by disaggregating our data to focus on our students in greatest need of additional support and identify the most pressing student needs. Academically, the focus on improving third grade reading, increasing inclusive practices such as differentiation and Universal Design for Learning (UDL), improving instruction for English Language Learners, increasing supports for our Native students, reducing class sizes at targeted grade levels, increasing mental health and behavioral supports, and expanding extended learning opportunities for afterschool and summer school programming will all aid in improving academic achievement for all of our students, and close disparities for our historically underserved students. We will use research-based best practices to guide our efforts. As evidenced by our district's success in strategically investing High School Success funds to improve 9th grade on-track, four-year graduation, and five-year completion rates, we

firmly believe that these additional SIA investments will expedite our district's ability to increase academic achievement and reduce academic disparities for our historically underserved students.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)

The largest barriers we anticipate are implementation challenges. In particular, we anticipate not being able to hire all of the additional staff needed to fully implement the plan in a timely fashion to impact student outcomes in the first year. This is particularly true for hard-to-fill positions, such as school psychologists, nurses, special education teachers and reading specialists. In addition, we are anticipating some staff turnover, which will delay implementation as historical knowledge could be exiting the district, and new staff members will need time to be on-boarded. We also have other conflicting priorities that could impact implementation, such as entering into bargaining with the Eugene Education Association that is expected to continue into the fall of 2020. Another huge potential barrier is the limitation of available professional development (PD) time. We are working to develop a districtwide PD plan that incorporates not only this SIA plan's PD, but also state mandated PD and training requirements, our on-going PD plans included in the district's strategic plan (submitted for the Continuous Improvement Plan (CIP), and other grants' PD needs such as the High School Success Plan.

Part Seven: Evidence of Board Approval
(Application) (Application)

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

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

Do you sponsor a public charter school?

Yes, our school district sponsors five charter schools.

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

Yes, we invited all five schools to participate. Four of them are included in our plan, and the fifth elected to apply independently.

Did any public charter schools you invited to participate in your SIA plan decline to participate?

One of the schools opted to work directly with the state for SIA planning and funding.

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

We began with a series of meetings with all five of our charter schools to ensure everyone understood the purpose, process, and requirements for SIA planning and funding, including giving them the choice to participate with our district or work directly with ODE. Four schools chose to participate with our district. The charter schools then solicited community input from a variety of stakeholder groups and developed a draft SIA plan and budget. We then held individual meetings with each of the four participating schools to review and revise their plan to ensure that it met state requirements and district guidelines. Their final SIA plans were reviewed by our Assistant Superintendent of Instruction, and then publicly posted on our website and shared with the school board as part of the entire SIA plan for their approval. The four plans are included in this application.

You will be asked to upload any SIA charter school SIA specific agreements.