

Student Investment Account Grant Application Template (Optional)



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	2019-2020
District	Mapleton SD
Webpage (Where SIA Plan will be Posted)	
Contact Person	Name: Jodi O'Mara Email: Phone:

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).

Mapleton School District serves approximately 150 K-12 students, primarily from the rural communities of Mapleton, Swiss Home, and Deadwood in western/coastal Lane County. The student body is 76% White, 11% Hispanic/Latino, 8% Multiracial, 3% American Indian/Alaskan Native, and 1% Black. In addition, 16% are students with

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disabilities and over 95% of students qualify for free and reduced lunch, with 16% experiencing homelessness.

Our region has endured economic depression and insecurity since the collapse of our timber industry. Our communities are both spread (location) and connected (relationship) with all stakeholders valuing the role of education in economic revitalization. Community service is an important focus of our current educational program; our vision includes development of robust career and community-connected pathways, with students empowered to design and build community infrastructure and engagement, develop new economic opportunities, and lead and teach the next generation of students (through Construction, Design, Business, and Education CTE Pathways).

We are proud to be Mapleton and are working to ensure our students and teachers new to our community share this pride. We have set high targets for academic achievement, regular attendance, 9th grade on-track and graduation rates, which will require very intentional supports for our homeless youth and our students with disabilities. We are excited to co-develop our programs and supports with our students, families, educators, and community members. Our aim, in doing so, is to connect learning with community development opportunities, ensuring every student sees themselves as an agent of change.

Through the funding provided by the Student Investment Account, Mapleton School district will: 1) Create a safe, respectful, and restorative culture for all students and adults that supports the social emotional wellbeing of students and adults that is critical for academic and professional success; 2) Increase capacity to provide curriculum embedded intervention and enrichment opportunities; 3) Provide educationally enriching Friday School programming; and 4) Invest in facilities upgrades to provide safe space for CTE program expansion (Woods/Metals, Art & Design, Early Education).

Doing so, in concert with our families and communities, we will meet our district vision to *“Provide a supportive and safe learning environment where students are encouraged and empowered to reach their educational and personal potential.”*

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

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

(250 words or less)

We engaged our community through engagement in dialogue-based World Café forums, with intentional recruitment of diverse community members to lead table conversations. We built these conversational prompts off of the feedback from staff, student, and community surveys conducted earlier in the year. In order to ensure transparency and amplify youth voice, we invited the media to participate in our youth forum. While the messaging may not have captured the positivity and problem solving approach our students brought to the meeting, we look forward to the opportunity to bring students and staff together to continue this dialogue. We began our engagement process in August with informational sessions and surveys and linked our continuous improvement planning process and goals (literacy, mental health supports, and community involvement) to the SIA priorities. Our most successful activities were hosting World Cafes in our community spaces and inviting diverse community leaders to host table conversations while our administrators and Board members listened. The goal of each of our engagements was to identify barriers to academic success and root causes of academic disparities, as well as ideas for addressing these barriers and best supporting our students. Also, we have invited the student and community table leaders back to use the equity lens tool and their conversations to revise our district 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)

We have invested many resources in engaging our community in this process in authentic and meaningful ways. Through partnership with Lane ESD, we have tried many new approaches to engaging each of the focal groups from our school community. Our community's commitment to thinking creatively to meet challenges in our community was evident and they were highly engaged in each session, in each case staying a half hour afterwards! The sessions were small, so is Mapleton, and we would love to gather the entire community regularly for these continued conversations. As mentioned above, messaging youth voice through the media may have had the unintended consequence of negative messaging about our staff. Moving forward, we are excited to engage and empower our youth and educators together, rather than in completely separate forums.

We are approaching community engagement as a visioning and long-term relationship building process, and will continue to plan opportunities to bring our families to learn and engage together. As we implement our action plans, we will engage students, families, community, and staff in ongoing feedback to ensure enacted programming and supports meet their needs.

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

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This process and plan was supported and informed by the Mapleton SD Leadership Team and our community members. We would like to acknowledge the Swisshome Church and Deadwood Community Center for hosting community engagements and our youth who provided childcare at each session. Additionally, as a very small staff and administrative team, the planning required by the CIP and SIA process can be a lot. We are appreciative of the supports provided by Lane ESD to streamline process, facilitate engagement and planning sessions, and support writing and submission of our application.

We aim to cultivate partnerships with local businesses and community groups as we identify explicit needs for our Friday school, CTE programming, and mental health supports.

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

Our district would very much benefit from support to leverage and braid funding from High School Success, ESSA, Title 1, CTE Revitalization (future) and SIA. We are working towards a very coherent vision and plan and want to make sure we are maximizing funding and following all associated rules.

We have benefited from partnership with our Lane ESD Student Success Liaison and look forward to opportunities to grow our continuous improvement practices and to learn from our partner districts. These networked learning opportunities are in line with the Quality Education Commission's best practices from their 2018 report.

ODE can support our continuous improvement process by continuing funding of the Lane ESD SIA Liaison position. These services have been invaluable in supporting us to move towards our district's vision and goals.

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

- Students of color X
- Students with disabilities X
- Students who are emerging bilinguals
- Students navigating poverty, homelessness, and foster care X
- Families of students of color X
- Families of students with disabilities X (I think so?)
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care X
- Licensed staff (administrators, teachers, counselors, etc.) X

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- 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) X
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) X
- Business community X?
- Community leaders X?

Other _____

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) X
- In-person forum(s)
- Focus group(s) X
- Roundtable discussion X
- Community group meeting X
- Website X
- Email messages X
- Newsletters
- Social media
- School board meeting X
- Partnering with unions X
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other _____

Evidence of Engagement

Upload your top five artifacts of engagement.

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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)

Artifact #1: Survey data. These were given early in the CIP and SIA process to survey the student, family, and community perception of our district. Responses were used to create the world café prompts.

Artifact #2: World Café Prompts and Feedback

These were used in World Café community engagements and feedback was collected and then themed to create district SIA strategies. These engagements were held in the communities of Swishhome, Deadwood, and at Mapleton MS/HS. We strategically recruited respected community members from target focal groups to serve as table hosts. This ensured that people would attend each session and that we elevated these voices.

Artifact #3: Leadership team protocol packet, including equity lens. These resources were used to develop theories of action for our strategies (which were then synthesized to write our outcomes) and to apply the equity lens to proposed activities and investments.

Artifact #4: Siuslaw News articles about SSA Process and Youth Community forum. Twenty-five youth representing the targeted focal groups engaged in a world café facilitated by Lane ESD. In a commitment to elevating their voice, a writer from the local paper was invited to listen. Many of the youth comments (some critical of teacher feedback) were quoted in the paper. We are excited about the engagement

Artifact #5: Email invitation to community hosts follow up. This group will meet to use an equity lens tool to give feedback on the draft plan to ensure it represents the voice and vision of the community. *This follow-up was cancelled due to school closure. It will be rescheduled via online meeting or face-to-face depending on restrictions at time of scheduling.*

- 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)

Strategy #1: Targeted invitation of world café hosts

World Café protocols led by community-based table hosts were used to engage participants in meaningful dialogue and ensure every participant had opportunity to and was supported to share their voice. We strategically invited parents from target focal groups to lead and engage these conversations. While we are still working on ways to get people to attend these discussions, those who attended were authentically engaged and we are grateful for them sharing their experiences and ideas. A connected strategy is intentional communication of the data back to the community. The goal is both

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transparency and amplification of participant voice. We hope this empowers our community members and encourages future participation.

Strategy #2: Amplification of Youth Voice

We kicked off our world café tour by engaging approximately 25 middle and high schoolers in conversations about district data and survey feedback. Tables were led by youth and the students invited primarily represented targeted focal groups. As described above, the local media was invited to listen in and two articles amplifying their voice were published in the local paper.

Additionally, throughout the CIP and SIA planning process, we have partnered with Lane ESD to develop, implement, and learn from various community engagement approaches. Our efforts have helped inform strategies and activities in other county districts.

- 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)

Activity #1: World Café round table discussions: Four events were advertised and held in our community. The youth forum took place during the school day and three community events were held in Deadwood, Swiss Home, and at Mapleton MS/HS. The discussion prompts included graduation and attendance data (aggregated due to suppression), as well as responses to the earlier community surveys. Participants engaged in facilitated dialogue about their experiences with the district, identifying strengths and opportunities for improvement. Table hosts took notes which were then synthesized and shared to the Mapleton Leadership team, who synthesized themes to write the outcomes, strategies, and activities in this plan.

Activity #2: Community online survey. An online survey asked for input about school climate, curriculum, academic intervention and enrichment, mental health supports, and responsiveness to needs. We had a very high rate of response for students and families and were able to identify differences between community perception and student/family experience. Responses to these questions informed the writing of the world café discussion prompts.

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

Strategy #1: Alignment to district CIP planning process.

By aligning the two processes, staff had an increased voice in determining the strategies and activities of our SIA plan. The CIP process included staff meetings, data analysis, surveys, ORIS input, and ultimately the identification of three key areas of focus for the district: literacy, mental health supports, and community relationships. SIA provides us resources to build out specific programs in each of these areas.

Strategy #2: Staff leadership team, representative of all levels, convened to write the outcomes and strategies from themed data and to inform prioritization of the budgeted activities.

Our leadership team provided feedback on the strategies developed from synthesized data, developed theories of action that were synthesized into overarching outcomes, named important considerations, and explicitly applied equity lens questions to recommended investments. They were key in continuing to ask: “Which of these activities will have the most impact on our focal student groups?” Additionally, their next task will be to develop strategies and activities for communicating and amplifying our SIA initiatives and they will be integral members in the development of a district continuous improvement evaluation plan.

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

Activity #1: Surveys and staff meeting updates. Staff members were invited to respond to ORIS survey, which helped to identify areas for improvement in district capacity. Throughout the CIP and SIA process, staff was updated in the community engagement and plan development process, with opportunity for input solicited ongoing.

Activity #2: Mapleton Leadership Team. Representative of all levels and general and special education, this team analyzed data, community input and engagement, and staff discussions in order to develop the plan strategies. From there, they wrote theories of action that were synthesized into outcomes. Lastly, they applied an equity lens to aligned/proposed strategies in order to identify the investments included in this application. Beyond the plan, the group processed district strengths and opportunities for improvement and brainstormed ways to improve communication and collaboration, especially connections between teachers and students.

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

From staff, we have heard a strong need for mental health supports, professional learning about trauma informed and restorative practices and differentiating for special education students, and capacity for intervention at the elementary level. The community stressed to us a desire for community and career connected learning

opportunities, parent networking opportunities, and increased communication about curricular and extracurricular supports. All stakeholders expressed a deep interest in working together to support the needs of students, families, and communities and were excited by ideas for engaging students in community revitalization efforts.

We are excited about the potential for partnerships that celebrate the assets of our community; for example, having local artists and musicians provide workshops for our students and engaging students in local construction projects.

There is unanimous support for Friday school programming and all stakeholders are excited about the academic, enrichment, and leadership opportunities this presents. Also, our community is grateful for our addition of a counseling position and for the SIA funds that make this position more sustainable.

While a large portion of the first few years budget will go towards capital improvement projects, these investments allow us to overcome our primary barrier to building out our educational vision: a budget for making our facilities a safe space, conducive for learning. Once complete, this will allow us to take on a CTE Revitalization grant, which will further support us towards our goals.

Part Four: Data Analysis (Application)

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

Our needs assessment began during the CIP writing process with exploration of our ODE At-a-Glance report and included disaggregated data for 3-5, 6-8 Math and ELA achievement, Regular Attender rates, 9th grade on track rates, and 4 & 5 year graduation rates. Because we are such a small district and the majority of our students and families are navigating poverty, the data was presented publically in ways that initiated conversation but protected identities. Surveys were given to all staff, 5-12 grade students, and advertised for family and community response. Response rates and overall data served as world café prompts. Participant discussion has helped us identify ways to improve future surveys.

This data, along with the priorities of the SIA, focused our conversations on meeting the mental health and academic needs of Mapleton students.

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

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pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

Our 3 Year SIA Plan aims towards the following five outcomes, which we feel will increase math and ELA achievement, regular attendance, 9th grade on-track, and 4 & 5 year graduation rates. Central to these outcomes is building relationships between schools-teachers-students-communities, thus promoting school climate, community connection, and therefore mental health supports.

Student Investment Account		Relevant Strategy			
		S1	S2	S3	S4
Outcome	Through professional development and collaboration, district curriculum is aligned horizontally and vertically and teachers are supported to provide differentiated instruction within engaging, relevant learning experiences.		X	X	X
Outcome	Mapleton School District develops and communicates a graduate profile and multiple enrichment and intervention opportunities that support students to reach individualized goals.	X	X	X	X
Outcome	All staff implement schoolwide and classroom age-appropriate, trauma-informed, restorative practices, including connecting students and families to services to meet basic needs.	X	X		X
Outcome	Enrichment programming can be linked with positive changes in academic success, social emotional well being, community engagement, and overall school and community climate.	X	X	X	X
Outcome	Career-connected learning opportunities empower students to engage in Mapleton community revitalization efforts.	X	X	X	X

Mapleton School District will meet these outcomes through the following four strategies, alignment to the outcomes is noted in the above table.

Strategy #1	Provide educationally enriching Friday school programming
Strategy #2	Create a safe, respectful, and restorative culture for all students and adults that supports the social emotional wellbeing of students and adults that is critical for academic and professional success.
Strategy #3	Invest in facilities upgrades to provide safe space for CTE program expansion (Woods/Metal, Art & Design, Early Education)
Strategy #4	Increase capacity to provide curriculum embedded intervention and enrichment opportunities.

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Our overarching Theory of Action can best be stated as:

IF we prioritize trauma-informed, restorative, differentiated instructional practices as we develop curricular, extracurricular, and career and community connected learning experiences THEN we will build a positive community culture with increased connection and communication between educators-students-families-community partners, increasing rigor, relevance, and alignment of student learning experiences, and empowering students to revitalize our community

THUS increasing student achievement in ELA and math, closing disparities for our special education students and students navigating poverty and homelessness AND increase student mental health and wellness.

In the first year, our first steps include the following activities. Our high and mid-level priorities are ones we plan to fund during the first year and we are currently in the process of developing action plans and/or beginning the process for hiring. Our low level priorities are those that, if money becomes available, (due to barriers (such as not finding the right hire) following through with our high or mid-level actions) we anticipate shifting our efforts and funding towards. This plan includes the position or team that will plan, implement, and ultimately be responsible, as well as a description of metrics and artifacts to serve as initial evidence of activity completion and impact.

Throughout the year, we will partner with Lane ESD to develop an evaluation plan, identifying leading indicators, qualitative and quantitative data, and progress markers to be collected, analyzed, and communicated publicly. We will engage in quarterly progress review of our CIP, SIA, and HSS plans, asking 1) What is working and what needs improvement?; 2) How do we know?; 3) What should our next steps be?; 4) What supports/resources are needed?

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Funding and/or training for staff and/or community members to provide Friday school and/or academic enrichment.	S1	x	x	x	\$ 17,000.00	\$ 55,000.00	Stipend	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, MS/HS Principal, Friday School Coordinator,	Timesheets, Communications of Friday opportunities, # of students in attendance, recruitment of teachers and community members								
2	Transportation for accessing Friday School programming	S1	x	x	x	\$ 17,000.00	\$ 51,000.00	Transportation	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Business Manager, Friday School Coordinator, Transportation Supervisor	Bus routes, ridership, system for student attendance identification,								

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3	Food and supplies for Friday School programming	S1	x	x	x	\$ 7,000.00	\$ 25,000.00	Supplies	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Friday School Coordinator	Receipts, survey of student wants/needs (laundry station for students/families for example),								
4	Friday School Coordinator	S1	x	x	x	\$ 1,500.00	\$ 4,500.00	Stipend	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, MS/HS Principal, Business Manager	Timesheets, Communications of Friday opportunities, # of students in attendance, recruitment of teachers and community members, schedules, student surveys, student grades, climate survey, overall student attendance								
5	Trauma-Informed/Restorative Practices Professional Development	S2	x	x	x	\$ 3,000.00	\$ 5,000.00	Professional Development	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Counselor, MS/HS Principal	PD Day agendas, contract w/ consultant, student and teacher surveys, teacher observations, student attendance, student discipline data								
6	Communications Coordinator	S2	x	x	x	\$ 1,500.00	\$ 4,500.00	Stipend	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, MS/HS Principal, Business Manager	Timesheets, Communications of Friday opportunities, # student and community attendance, community/family surveys, climate survey, number of platforms for communication								
7	SEL, mental, social emotional, and/or restorative practices curriculum	S2	x			\$ 1,500.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Counselor	receipts, observations, Counselor classroom visits schedule, student discipline and climate surveys,								
8	.5 FTE Counselor	S2	x	x	x	\$ 37,500.00	\$ 115,000.00		HIGH
9	Replace flooring in preschool wing (asbestos) to create safe space for Early Education pathway	S3		x	x		\$ 70,000.00	Capital Improvement	LOW
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Maintenance Supervisor, Budget Manager	Construction contract, architect plan								
10	Renovate CTE/Arts building for safety and access (plumbing, heating, etc)	S3	x			\$ 60,000.00	\$ 60,000.00	Capital Improvement	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, Maintenance Supervisor, MS/HS Principal	Construction contract, architect plan, CTE Revitalization application								
11	Preschool Teacher to eventually become Early Education Coordinator for CTE Pathway	S4		x	x		\$ 142,000.00	Capital Improvement	LOW
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, HS/MS Principal, Business Manager	Funding for this position is currently grant funded and will come out of SIA funding beginning in 2021-2022								
12	Elementary staff Special Education Instructional/Intervention Specialist	S4	x	x	x	\$ 58,000.00	\$ 174,000.00	Staffing	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Superintendent, HS/MS Principal, Business Manager	Elementary school schedule, case management documentation of interventions and progress, parent communication, student achievement, collaboration with general education teachers - evidence of differentiation within general education instruction								

This plan offers a delicate balance of upgrading our facilities to build towards a vision of robust career and technical education pathways and meeting current needs for our students. The emphasis on Friday school programming builds on existing, unfunded supports we have been offering our older students and sets in motion a vision for academic supports and community connected enrichment opportunities. Through the staff and community engagement process, increasing supports for academic intervention at the elementary level (specifically for our special education students) rose as a top priority. Staffing this position also provides opportunity for us to lower class size and increase math offerings at the secondary level.

This plan is closely aligned to our district CIP goals of promoting literacy, increasing mental and behavioral health supports, and building strong relationships with our community.

Equity Lens

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)

Equity lens questions guided our decision making throughout the community engagement and plan writing process. Ongoing, we asked, and will continue to ask, which stakeholders have been included in feedback and planning and how we can increase our capacity to engage and listen to how to best serve our underserved students. Our goal is authentic feedback that helps us identify and address root causes for disparities, as well as unintended consequences and bias in our planning and implementation.

Equity lens questions 5-9 were explicitly used by the Leadership planning team when reviewing and evaluating proposed district activities/investments. Additionally, we planned to convene table hosts to provide feedback about the plan to ensure it met what they were hearing during community sessions and to process the plan using the equity lens questions. Due to COVID-19 school closure, we were unable to convene this group; however, we did ask for feedback through a Google Form.

Part Six: Use of Funds

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

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

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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)

Our SIA plan strategies align closely with the overarching goals of the SIA legislation. Specific to closing academic disparities, we have increased our capacity to provide individualized, differentiated supports to our elementary students. Additionally, Friday school programming is intentionally designed to provide just in time academic supports, wrap around supports, and to encourage relationship building with our students. Attendance is a barrier to achievement for many of our students and by offering Friday school programming, we feel we can both increase attendance and support students to make up missed learning opportunities. Our vision includes a robust career and technical education and arts pathway program. These investments are intended to lay the foundation towards implementation of engaging and empowering curricular experiences.

These investments also support mental and behavioral health by providing sustained funding for our new K-12 counselor position; this is the first time we have had this position in over ten years. Our counselor supports mental health and wellness, as well as academic planning. She will help our district learn and implement trauma-informed, restorative, and just practices at both the classroom and systems levels. Long term, build out of our preschool programming and early childhood education programming will support students and families with transitions to school years, and our vision for community connected CTE and enrichment programming includes engaging students in Mapleton revitalization efforts. Ultimately, we aim to build student and community pride in being a Mapleton Sailor.

We are very committed in approaching this work as a five year plan where curricular and extracurricular activities build towards a coherent educational program aligned to an explicit profile of a well-rounded Mapleton graduate.

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)

In selecting these investments, we prioritized impact on supporting our students with disabilities and our students navigating poverty. Due to the economics of the timber industry and now the downturn of the economy due to COVID-19, this includes the overwhelming majority of our students. This plan offers a delicate balance of upgrading our facilities to build towards a vision of robust career and technical education pathways and meeting the current needs of our students. Our secondary staff has been offering academic supports on Fridays, with very limited funding. Our students and community have been very grateful for these opportunities and SIA funding provides opportunity to develop this programming more robustly. Friday school increases the possibilities for connecting students to counseling and wrap around services, including providing food and laundry services on our campus, as well as arts and music programming, career connected learning experiences, and mentoring

opportunities. Our community has shared interest in supporting our elementary students through this program as well, and we aim towards this goal. For sustainability reasons, we will begin with an emphasis on secondary students, with a vision for offering youth and community led programming in the future. Through the staff and community engagement process, increasing supports for academic intervention at the elementary level (specifically for our special education students) rose as a top priority. Because we have staff teaching a class or two at a different level, for example a math teacher who teaches some elementary and a special education teacher who teaches some elementary content, hiring an elementary intervention teacher will decrease this need, allow us to reduce class sizes at all levels, and increase our capacity to offer upper level math courses. Finally, training our entire staff in trauma informed, restorative practices distributes the responsibility and builds capacity for offering a welcoming, supportive, responsive educational experience for every student.

Through our district CIP process, we prioritized focus on promoting literacy, increasing mental and behavioral health supports, and building stronger relationships with our community. This plan builds on the priorities and goals of that plan and provides us the resources for building our vision. In the youth forum, a student commented, “Everyone knows you’re not going any where in Mapleton,” with this plan we aim for long term investment and revitalization of our community so that student feel pride and empowerment when they say, “I am from Mapleton.”

Part Seven: Evidence of Board Approval

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.

SIA process and planning updates were shared with the Board throughout the school year. Due to COVID-19 and Distance Learning for ALL requirements, our plan for public comment and review by our community and youth table hosts has been delayed. We aim to complete this process during April and to get board approval in May.

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

Do you sponsor a public charter school? No

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

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

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

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

DRAFT