

Student Success Act - Student Investment Account Charter School Application

Part 1: General Information

Applicant: Sheridan Japanese School in conjunction with Sheridan School District

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Part 2: Narrative

Plan Summary

Sheridan Japanese School is a small charter school in the Sheridan School District. Our mission is to inspire passionate learners and global leaders. We do this through high academic rigor, high behavior expectations, and high parental and community involvement while focusing on the language and culture of Japan. We currently serve 85 students in grades fourth through twelfth grades. Our demographics are as follows: 9.4% Native American, 1.1% African American, 2.3% Bi-racial, 2.3% Homeless, 28.2% poverty, 11.8% Special Education, 13.3% regularly struggle academically, and 5.9% LGBTQ.

Our students and families identified the following as strengths of our school: safe place to learn and go to school, small school and small class sizes, supportive environment, challenging curriculum, foreign language instruction and global perspective, and inclusive environment. Our challenges, as identified by our students and families, are our lack of mental health support and behavior support for our students, our need for Social Emotional training for our staff, and a need for support for our students who struggle academically, and a lack of supplies/support for our electives. We currently offer VEX robotics, Gardening, Choir, Ukulele, Taiko Drumming, Martial Arts, Study Hall, writing classes, Math support classes, and several type Art classes. However, due to staffing and scheduling issues, these classes are offered between one and five days a week, depending on our staff members' talents and availability and supplies for these electives are minimal.

Our school will receive just over \$60,000 through the SIA grant. We have planned to use that money to hire personnel to help with mental health and behavior support of students. We will hire a part-time student coach to support students academically, behaviorally, and socially. One of our teachers will become a part-time Teacher on Special Assignment (TOSA) taking on attendance, behavior, and student support services, which have traditionally been left to whoever had time to address issues in these areas. We will also train all of our staff in Social Emotional Learning and further train our administrator and TOSA in strategies and frameworks for supporting students with mental and behavioral health issues as they are the staff who deal with our most significant student issues right now. Finally, we will provide some funding to support a part-time Japanese teacher as this is a position is the most tenuous in our 2020-21 due to budget restraints. Helping to support this part-time teacher alleviates a lot of the

pressure in our Japanese program - which is our major elective and currently serves nine different levels of Japanese in a six-period day. Keeping this teacher also provides electives like Manga Drawing/Writing and Using D&D to Develop Problem Solving Skills. If any of these plans are not approved, we have also made supplies for our electives a lower priority, but a perfectly reasonable way to use the SIA funds.

We feel strongly that our plan to use our SIA money will enable us to most adequately address meeting student's mental and behavioral health needs and reduce disparities while increasing academic achievement in all of our students, but particularly those who are traditionally underserved. Having more staff members with very specific roles and duties and specific training adds support to the exact areas that were identified as weaknesses by our traditionally underserved populations and our most vulnerable students.

Part 3: Community Engagement and Input

Overview of Community Engagement (250 words or less)

We conducted three surveys within our school community.

- End of the Year Survey in Spring of 2020 (56.8% of students, 100% of staff, and 29.5% of families participated)
- School Improvement Committee Survey in September of 2020 (99% of students, 100% of staff, and 20.2% of families participated)
- Student Investment Account Survey in November of 2020 (34% of our students, 100% of staff, and 41% of families participated)

After conducting these surveys and reviewing the data, we facilitated staff and student discussions during our homeroom time on the areas that rose to the top in our three initial surveys: mental and behavioral health support, social emotional learning, more Art, PE, Music, and STEM, and additional AP courses. Our executive director also made individual phone calls and held individual meetings with 31 of our 36 families of students who are considered underserved according to the Student Success Act definitions. Our executive director then met with our School Improvement Committee, our Tribal Support personnel, our chartering District, two members of our original Chartering Board, and a gathering of local business owners to ask about their perceptions and understandings of our plan. (188 words)

Self-Assessment of Community Engagement

(500 words or less)

This year, our school serves 85 students and 65 families. Of those we were able to have individual conversations with 47.7% of our families specifically focused on what our school is missing and how our SIA monies might be used to better support mental and behavioral health needs, reducing academic disparities, and increasing academic achievement. We spoke with 86.1% of our families of students in our traditionally underserved populations as defined by the SSA.

We were really surprised about what our families didn't realize about our school:

- We provide a wide variety of electives for our students even though we only have 7 teachers - there are 26 different electives this Spring alone.
- We currently have the following academic supports available to our students - Student Care team, peer tutors, Student Success Lab, Study Halls, and SJS FAST (a class focusing on foundational academic skills necessary for success at SJS) currently operating at our school.
- We offer Honors Science, Honors English, Honors Japanese, and AP Social Studies to all of our high school students.

We were also surprised to learn the following from our parents:

- Not all of our parents know how to access their students' grades online.
- Most of our parents of students with disabilities feel alone. They are seeking connection with other SPED parents.

Most of the barriers that we encountered we just a lack of understanding and knowledge. This told us that we need to do a better job of keeping our school community informed about what goes on at our school. Many of the things our parents didn't know about are things we can address through our Weekly Update and by providing links on our website. We also discussed having a student written column of our Weekly Update where different students will address different features of our school. We also considered having focus nights - similar to Math Nights, but focused on the areas our families need awareness in.

The last area that we were surprised about was how alone our SPED parents feel. Two of our SPED parents have started discussion of how we might facilitate connection for these parents without violating student confidentiality. One idea is to offer evening activities. (366 words)

(150 words or less)

In the future, we will cultivate stronger relationships with the Grand Ronde Tribe's Youth Education Program in order to more fully access supports for our tribal students. We will also help to foster supportive relationships within our families - especially our traditionally underserved populations - that enable students and parents feel better supported and connected. (55 words)

(150 words or less)

What our surveys and interviews told us is that we need to do a better job of fostering relationships between our school and our families and between family to family. Because of the high academic rigor expected of our students, our families often feel disconnected from the learning process. The contents we cover are not the same as those that many of our parents studied when they were in school, nor that the siblings of our students - who often attend other schools - are studying. Our engagements need to be more intentional and purposeful. ODE can help with guidance in fostering these relationships as the one group that mentioned this as a need were our SPED families. We are baffled with how to do this without drawing attention to disabilities. (131 words)

Who was Engaged?

Students and families of students of color

Students and families of students with disabilities

Students and families of students who are emerging bilinguals

Students and families of students navigating poverty, homelessness, and foster care

Licensed staff - Executive Director and teachers

Classified staff - office administrators and paraprofessionals

Tribal members, both youth and adults

School Volunteers - school board members, budget committee, school improvement committee, Parents Student Support Association, and classroom volunteers (parents and community volunteers)

Community Leaders - City Manager

Business Community - local coffee shop owner, local winery employee, and a community business gathering

How did we engage our community?

- 3 different surveys (AdvancedED, Google Forms, and paper/pencil)
- Newsletter (Weekly Update)
- Small group discussions
- Emails (Invites to individual interviews via phone or email)
- Individual interviews conducted by our executive director

Evidence of Engagement

1. Results of one AdvancedEd Survey
 2. Data from Google Forms Survey
 3. Copies of a few parental response to paper/pencil survey
 4. Copy of email invitation to underserved populations
 5. Copy of data collected during individual interviews
- (All names and personal identifiable information was blocked out)

These artifacts were selected because they were the most pertinent engagements that lead to us determining our SIA plan. They follow the timeline of our deeper dive into the needs of our school.

Strategies and Activities for Engaging Focal Student Populations and their Families**Strategies (500 words or less)**

We have a small school of 85 students who represent 65 families. 36 of our families are considered as traditionally underserved. Three of the strategies we used to engage each of the focal student groups and their families were as follows:

1. We leveraged our homerooms to engage all students in discussions and surveys. Our homeroom model creates a safe place for all of our students and we traditionally find that all students are more talkative and engaged in homeroom than in other small group setting.

2. We used the back of our twice-a-month grade check - which is required to be returned signed by a parent - to provide a paper pencil survey to our parents. These regular grade checks are a required part of our school's model, so parents take them seriously and return them faithfully. We used this knowledge to ensure better response to our questions.
3. We only called the families of students in our focal groups to engage in deeper discussions. We wanted to hear the stories behind their expressed needs.

Two of these strategies engaged all of our students and parents, but we then focused in on the responses from our focal students. That focus data became the jumping off point for our individual phone calls.

(156 words)

Activities (500 words or less)

Two of the activities that we engaged our community in were surveys and individual phone calls with parents of students in our focal groups.

1. We used the data from three surveys over the course of engaging students and families, but the one survey that got the biggest response was done using the back of our twice-monthly grade checks. The two surveys prior had focused first on our overall school performance and then our perceived strength and weaknesses. Our final survey looked specifically at the two areas of the Student Investment Account that our prior surveys had narrowed our focus to. We listed the areas that pertained to our school in those two buckets and asked our parents to give each area a number depending on its priority. This was a powerful tool for us because we could see not only what areas our underserved populations deemed important, but also how much of a pull the majority had over our focus groups. That was very eye opening for us.
2. In December, our executive director made individual phone calls to all 36 of the families of our focus students. She was able to make contact with 31 families total. Our original intent with these conversations was to ask more questions and hear the stories behind the numbers. One outcome we were not expecting was gaining an understanding of how our weaknesses as a school were affecting our underserved students. We also learned how disconnected our SPED parents felt and their desire to connect with other SPED parents.

(247 words)

Strategies and Activities for Engaging Staff

Strategies (500 words)

We have a small staff of twelve this year. Seven teachers, two administrative assistants, a college/career coach, a SPED paraprofessional, and an executive director. Getting our staff to participate in the activities was simple because they lead most of them.

1. We used our homeroom times for discussions and surveys. During this time our staff facilitated conversations and administered the surveys. They also participated in both. This was a purposeful strategy as staff has a huge influence over student engagement.

We know our students well and are adept at fostering safe spaces for students to engage. We also model appropriate engagement strategies while participating in the activities.

2. Another strategy we used with our staff was to have them look over our data using different lenses. Our small staff has a wide range of abilities, passions, focuses, ages, genders, and beliefs. We represent five racial/ethnic groups within our twelve members. Together, we are really good at applying different lenses to data.

(151 words)

Activities (500 words)

Two activities that we engaged our staff in were surveys and homeroom discussions.

1. We used the data from three surveys over the course of our study. Our staff participated in two of the three that we offered. The first one was on the overall performance of our school and the second was more focused on our strengths and weaknesses. Our staff has a very unique perspective on both our performance and our strengths and weaknesses, so they were important to include in our surveys.
2. The second activity that we did as a staff focused on having our staff rank the areas of need within our two areas of priority - student health and safety and well-rounded education. As part of a staff meeting activity, we ranked all 11 areas from highest priority to lowest priority. Doing this as a staff activity gave us time to talk about our placement of each area. Some of the areas were easy to place, but others lead to some wonderful discussions centered around impact on student outcomes.

(175 words)

Collecting and Using Input (250-500 words)

In looking at all of our data, we determined that four primary areas rose to the top as being important in meeting the needs of our students - particularly those who are traditionally underserved.

- Mental Health Support
- Behavioral Health Support
- Social Emotional Learning for staff
- More support for students who struggle academically

We also heard a several times about beefing up our electives and providing supplies for them to run well.

We also learned that due to the rigor of our program, families often feel disconnected from their students' education; they can't help students with their homework or projects because these are not topics they themselves studied nor do they have experience with them. The parents of our special education students felt this the greatest. We also learned that our families don't know about all the great things we are currently doing at our school.

We took this information and applied it directly to our plan... through support, support, and more support for all of our students. We looked at what was currently not working in our

school and how those deficits are impacting our most vulnerable populations. We brainstormed ways to provide more equitable support to our students. We even looked at ways that better staff training could also provide a more supportive environment for our students. (199 words)

Part Four: Data Analysis

Data Sources (150 words or less)

Our data sources came from the results from three surveys, homeroom discussion groups, staff activities, school improvement self-assessment, and individual calls to our focus students. Our staff looked over our data from multiple perspectives and applied the Oregon Equity Lens to our plan. We also invited our staff, students, parents, board members and other to look over the results of our data. (62 words)

Part Five: SIA Plan

Priorities

1. Better support our students mental and behavioral health.
2. Provide Social Emotional Learning training for our staff.
3. Better support our students who struggle academically.

Outcomes

- Improved attendance for all students, but especially those who most struggle coming to school due to emotional anxiety and depression.
- Improved Freshman On Track rates for all students, but especially those who struggle coming to school due to emotional anxiety and depression and those who struggle academically.
- Reduce academic disparities in students who regularly struggle.
- A completely trauma informed staff.

The Plan

Strategy	Activities	Need Addressed	Cost	Priority Level
Strategy 1: Mental & Behavioral Support	Hire a Student Support Person to support students mental & behavioral health <ul style="list-style-type: none"> • Work with students on social emotional awareness and with social interactions • Support students who struggle academically but might not be identified as SPED - possibly be an 	Mental & Behavior Health Support	\$14,444 (\$15/hour for half of the student contact days)	A

	<p>extra set of hands in a class that needs additional support</p> <ul style="list-style-type: none"> • Connect students to peer or adult tutors 			
	<p>Hire a part-time teacher to provide 3 periods of release time for a Teacher on Special Assignment (TOSA) so that they can take on the following duties:</p> <ul style="list-style-type: none"> • Attendance • Behavior Management • Managing Student Support person 	Behavioral Support	\$26,000	A
Strategy 2: Social Emotional Learning for Staff	<p>This year we did our first Trauma Informed Training for our Staff. We also have a training coming up on working with students with anxiety and depression. We will continue to work with the same company (CTRI) to:</p> <ul style="list-style-type: none"> • Provide a yearly training for all of our staff members - recognizing that some staff turnover will occur. • We will train our Executive Director and our TOSA on counseling strategies and frameworks as these two positions deal with most of the mental and behavior health issues in our school. 	Social Emotional Learning for Staff	\$9600	A
Strategy 3: Supporting Japanese Language Instruction	<p>Provide funding towards our part-time Japanese teacher. Japanese is a hard content as there are four “alphabets” comprised of characters and letters. We currently have nine levels of Japanese in a six-period day. This ½ time Japanese</p>	More support for students who struggle academically	\$10,000	A

	teacher will provide pressure release on our Japanese program and on our students taking Japanese.			
Strategy 4: Provide funding for higher quality electives	Students who typically struggle in content classes find a lot of success in our elective classes. Currently, we offer wide and varied electives, but they are not provided adequate supplies through our budget. We would use this money to purchase supplies for our electives - things like sheet music, ukuleles, art supplies, yarn, robot parts, PE supplies, and other such things that our electives often need.	More support for students who struggle academically	Whatever amount is unfunded above.	B

Budget

Activities		Allowable Uses Category	Budget
Strategy 1: Mental & Behavioral Support			\$40,444/year
2020-21	Hire a part-time student support person to support students through academics, behavior, and mental health issues.	Student Health & Safety	\$14,444
2020-21	Hire a part-time teacher to provide 3 periods of release time for a Teacher on Special Assignment (TOSA) in Behavior, Attendance, and Student Support Services for the school.	Student Health & Safety	\$26,000
2021-22	Continue part-time employment of student support person. School will take up the cost of living increase for this employee.	Student Health and Safety	\$14,444
2021-22	Continue part-time employment of teacher to provide 3 periods of release time for a TOSA in Behavior, Attendance, and Student Support Services for the school. School will take up the cost of living increase for this employee.	Student Health & Safety	\$26,000

2022-23	Continue part-time employment of student support person. School will take up the cost of living increase for this employee.	Student Health and Safety	\$14,444
2022-23	Continue part-time employment of teacher to provide 3 periods of release time for a TOSA in Behavior, Attendance, and Student Support Services for the school. School will take up the cost of living increase for this employee.	Student Health & Safety	\$26,000
Strategy 2: Social Emotional Learning for Staff			\$9600/year
2020-21	Social Emotional Training for whole staff.	Student Health & Safety	\$3500
2020-21	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
2021-22	Social Emotional Training for Staff.	Student Health & Safety	\$3500
2021-22	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
2022-23	Social Emotional Training for Staff.	Student Health & Safety	\$3500
2022-23	Mental health/counseling training for school personnel. Cost of courses, travel, and lodging for two school personnel.	Student Health & Safety	\$6100
Strategy 3: Supporting Japanese Language Instruction			\$10,000/year
2020-21	Provide funding towards additional FTE in Japanese.	Well Rounded Education and Class Size Reduction	\$10,000
2021-22	Provide funding towards additional FTE in Japanese.	Well Rounded Education and Class Size Reduction	\$10,000

2022-23	Provide funding towards additional FTE in Japanese.	Well Rounded Education and Class Size Reduction	\$10,000
Strategy 4: Provide funding for higher quality electives			
2020-21	Provide supplies for our elective courses.	Well Rounded Education	Whatever amount is not funded in level A priorities
2021-22	Continue to provide supplies for our elective courses.	Well Rounded Education	Whatever amount is not funded in level A priorities
2022-23	Continue to provide supplies for our elective courses.	Well Rounded Education	Whatever amount is not funded in level A priorities

Equity Lens or Tool

We used the Oregon Equity Lens to inform and clarify our plan.

1. Our racial/ethnic groups are: Native Americans, African Americans, and Hispanics. Our underserved groups are: poverty, homeless, ELL, SPED, and students with academic disparities. We hope to hire a student support person and our ½ time teacher from one of these same groups. We currently have a biracial teacher and we have noticed that this teacher connects naturally with our racial/ethnic group students. We hope to accomplish the same thing with our new hires. This will help our students, but also add more diversity to our staff.
2. The decisions being made do not ignore or worsen existing disparities or produce other unintended consequences. These decisions add more support personnel in much needed areas. Students in our racial/ethnic and underserved groups will be better supported along with all students in our school.
3. This plan is all about support. It provides more support for every student - regardless of race, ethnicity, income, language, ability or any disparity. If a student needs support, they will receive it.
4. One barrier to a more equitable outcome is being able to find staff to hire that mirror our racial/ethnic diversity.
5. We included our stakeholders in surveys, discussions, and individual phone conversations. We worked through questions 1-3 as a group following the guideline set out in the Oregon Equity Lens documents.
6. We plan to revisit our plan quarterly to make sure we are meeting the intended outcomes. During those revisits, we will meet with students and families from our underserved students to determine if our plan is working to meet their expressed needs. Modifications to the plan will happen based on those assessments.
7. We use our enrollment paperwork to collect data on race, ethnicity, and native language.

8. We are fully committed to P-20. We train our staff on culturally responsive instruction.

We walked through each question (1-8) as a staff. We have five racial/ethnic groups represented by our staff of twelve. Together they are very good at recognizing barriers and creating ways to eliminate them. Most of our plan revolves around providing support for any student that needs it, so there were few barriers. However, we did feel that we could create a natural inclusion by attempting to hire from one of racial/ethnic groups already recognized at our school.

Longitudinal Performance Growth Targets - For Preview Only

Longitudinal Performance Growth Target Description		Target
2020-21	Attendance	84.1%
2020-21	9 th grade On Track	63.0%
2020-21	4 year Graduation	100%
2020-21	5 th year Completion	100%

Longitudinal Performance Growth Target Description		Target
2021-22	Attendance	85.1%
2021-22	9 th grade On Track	67.4%
2021-22	4 year Graduation	100%
2021-22	5 th year Completion	100%

Longitudinal Performance Growth Target Description		Target
2022-23	Attendance	86.1%
2022-23	9 th grade On Track	71.8%
2022-23	4 year Graduation	100%
2022-23	5 th year Completion	100%

Part Six: Use of Funds

Allowable uses:

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

Meeting Students' Mental and Behavioral Health Needs

- Addressing students' health and safety needs

How will you utilize SIA funds to Meet Students' Mental and Behavioral Health Needs?

(500 words for less)

The primary focus of our plan is to meet mental and behavioral health needs. This is the biggest thing standing in the way of growth and learning for many of our students - not just our underserved. We often have students who don't come to school because of anxiety and depression. These students are seeing mental health counselors, but they are still struggling to

be at school. Hiring a part-time Student Support person; moving a teacher into a TOSA position focused on attendance, behavior and student support, better training our teachers in trauma informed teaching practices; and providing our administrator and TOSA with strategies and frameworks for supporting these students will definitely help us meet these students' needs. We know that if we can just get students to school we have a better chance of educating them. (137 words)

Addressing the Needs and Impact on Focal Student Groups (250 words)

We know that all students can learn. We firmly believe that all experiences and skills can be used to grow new experiences and skills. Our biggest barrier at Sheridan Japanese School is in getting students to school and engaged in school so that they can learn. Being trauma informed is going to give our staff skills to create the safe places our students need to engage. Offering students support services to our community will help with the students who struggle to come to school, to navigate relationships, to advocate for themselves, fully experience their environment, and to learn. We also recognize that students who don't typically struggle might just have a bad day, or a new life event that causes them to need support for a while. Our plan meets all of those needs and so many more. Our focal student groups were crying out for more mental and behavioral health support at school and for trauma informed training for our staff. They will benefit from these changes, but so will their peers. (173 words)