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## Student Investment Account (SIA) Annual Report (2021-2022)

November 14, 2022

### 1) What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

Despite the impact of COVID and regional fire, we were able to make progress on most of our goals. For example, one of our goals is to expand our RTI/MTSS program. Using SIA funds, we hired a full-time educational assistant (EA) to help with student interventions and to allow us to expand the number of students being served. We also were able to add a full-time EA to support students in K-1, which complemented the work we were doing with RTI/MTSS and that met our goal of improving the student to staff ratios in PK-3. We also added another full-time EA to support students in grades 4-5.

Another goal is to provide academic and career/college readiness services to our students with disabilities. We hired a 0.5 special education teacher and contracted with Project Youth Plus (PY+) for career/college readiness advising. The PY+ counselor served nineteen students with disabilities. The PY+ counselor provided direct services to 27 students.

Another important goal, especially after experiencing COVID and the Obenchain wildfire, is to create a culture of safety and respect that supports the social, emotional, and physical well-being of students and staff. We were able to contract with our local ESD for a 0.5 FTE school psychologist/counselor. The counselor regularly saw 27 individual students, about a third from each level – elementary, middle, and high school. Common areas of concern include primary behavioral health, challenging life circumstances, academic/attendance struggles, substance abuse and more. In addition to providing direct services to students, the counselor also provided indirect services such as helping us develop procedures at each site for referrals, create parent approval letters and input forms, and more.

We continued our work with Positive Discipline (PD). Our PD team met once a month, and we worked with a PD coach. We had fewer discipline issues as the year progressed. Finally, we were able to improve our elementary campus safety with new walkways, fences, and security gates. During the school day students, staff and visitors now enter campus through one entry. We also have made some ADA upgrades (wider walkways, a ramp to transition from the elementary building to the cafeteria/gymnasium, which makes our campus accessible to all. Students, staff, and families have commented about how much safer and nicer the campus feels.

**2) What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?**

One of the challenges we had was being able to fill new positions. For example, it took 4 months for our ESD to recruit and hire a part-time psychologist/counselor for our district. We also had challenges filling a custodial position, facilities manager position, and the high school principal position. Our superintendent, in addition to his regular duties, took on those roles until we found qualified candidates. Another challenge is, given our rural location, job candidates sometimes must travel long distances to get to Butte Falls. Given the high cost of gas, some candidates cannot afford to commute.

Given the time and energy it took to restart school, we weren't able to do all of the professional learning we had planned or to implement our Kindergarten readiness program where we partner with our local pre-school to ensure students will be ready for their first year of school. We plan to focus on those activities, this year, in addition to expanding our community engagement.

Finally, a low enrollment affects funding and course offerings. We are hoping to increase enrollment by showcasing our "hands on" approach to learning. For example, our Natural Resource focus allows students to learn outside the classroom. We are proud to be able to offer career/college readiness experiences for all students.

**3) SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?**

When we returned to in-person learning, we took steps to rebuild community and engage parents in ongoing SIA planning. For one activity, we held a listening session in our gymnasium where parents could express concerns and hopes. In addition, we held an open house for current and prospective families. Because our enrollment dropped during COVID, we wanted current parents to feel comfortable having their student return to in-person learning and to we wanted to recruit new students.

We worked with a marketing firm to create a brochure highlighting the exciting and unique programs that Butte Falls offers. We sent out brochures to over 5000 families and we provided busing for the outlying communities. We also provided food for those who came. It was a successful event and generated excitement about returning to school. The event also helped to increase our overall student enrollment by almost 10%. More significant is that it signaled a return to normal with parents, students, staff, and community coming together on a school campus.

This year, we plan to do more targeted engagement and to use ODE's Community Engagement Toolkit to reflect on previous and current engagement efforts and to inform our community engagement plan going forward. When we look at ODE's Community Engagement rubric, we see ourselves fluctuating between a "2" and a "3" (Inform and

Consult; page 8) for meeting Community Engagement Goals. We already have planned to do more surveys and listening sessions this year.

**4) As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?**

One of the areas that stands out for us is our work with Positive Discipline. We learned that when you set a goal for improvement and then support achieving that goal with aligned professional learning, positive system change can happen.

In 21-22, working with a trainer provided by the ESD, we scheduled ten (10) professional learning days related to implementing Positive Discipline. Our elementary and secondary data teams met five (5) times with the trainer to learn how to take and analyze student behavioral data and to coach teacher fidelity when implementing the Positive Discipline model. We had one day of observation/feedback at both the secondary and elementary campuses, a half day with administrators, and 3 days of additional professional learning. Finally, there were 9 classroom observation visits with ongoing, responsive coaching support as needed. Here are two teacher quotes that highlight the work and the impact on student learning:

- Data Teams: "I appreciate powerful collaboration and communication in the team. Honest conversations about what is possible and how to do it."; "Our focus on the 8th grade is paying off in big growth... I'm seeing students catching themselves before blurring out; that sarcasm, they didn't even know they had a filter before."
- District Partnership Model: "It's a great way to connect with the kids. But it's also providing a good framework for connecting with other teachers, for being able to discuss and problem solve in a common way where we have...the same vocabulary and goals. I think, for me, it's given me a way to connect with more of the kids and to be more open with them and to their needs."

Our plan, this year, is to continue using an aligned professional learning model to support system growth in improving student self-control, and we know that we can duplicate what we did with Positive Discipline, in other goal areas.

Finally, we learned that offering mental health support to students and families makes a significant impact on student well-being and the culture of a school. Our hope is to expand the counselor's time in order to serve more students.