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## Student Investment Account (SIA) Annual Report (2022-2023)

November 13, 2023

**1) What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?**

We were able to make good progress toward our goals in the 2022-23 school year. We continued to make progress in updating school facilities that resulted in improved safety features for students, staff, and families. By braiding SIA money with resources from other funding streams we added fencing at our elementary school, improved our door locking systems, and improved the structural integrity of both our secondary and elementary buildings.

Teachers consistently met in data teams throughout the school year and continued to improve our data driven RTI system. In 2022-23 our data team meetings transitioned from being facilitated by administrators to being led by teachers. This resulted in more ownership and buy-in by staff. Based on student performance data and team recommendations, more students received interventions through a “push in” model instead of our previous “pull out” system.

The work of an SIA-funded counselor continued to provide mental and behavioral support to students. The counselor served a total of 44 students, both directly and indirectly, during the 2022-23 school year. The majority were secondary students. The counselor provided support to students in a wide range of areas, including school engagement, attendance, mental health, substance use, family relations, and accessing community resources.

The district continued to provide important professional learning experiences for staff members. One area was in relation to the newly adopted ELA curriculum, which has a wealth of resources but carries with it a large learning curve. Additionally, staff received ongoing support in Positive Discipline strategies and Trauma Informed Practices, focusing on helping students owning their behavior through effective self-regulation practices.

**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 challenge we faced was regarding our campus safety projects. Due to the unavailability of certain contractors and a shortage of materials, we had to postpone some of the work we had planned for the 2022-23 school year. Fortunately, we had included additional safety project work in our SIA Plan, which allowed us to move projects forward that were originally scheduled for 2023-24. Building flexibility into our ODE approved Plan is a strategy that we will continue to employ as we develop future Integrated Programs Plans.

In a community our size there are a limited number of potential business partners. And in some cases, due to turnover in organizations' leadership, changes in financial climate, and demands on district staff time, it is a challenge to establish long term, productive partnerships between schools and community organizations. All that to say, some of our community partnerships had to be adjusted in 2022-23.

Another challenge we faced last school year was in recruiting staff to work in Butte Falls. Like most school districts, we found the candidate pool to be quite shallow. When we are able to hire staff, it is often necessary to assign them a wide range of duties in order to fulfill all the needs of students. For example, we hired an SIA-funded counselor, who provided valuable service to our students, but is only available to work in the district one day per week. As a result, other staff members – teachers, administrators, our behavior intervention specialist – must continue providing extra support for students mental and behavioral health needs on the days the counselor is not present in the district.

**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? Consider the Community Engagement Toolkit (see link below) and where your efforts might land on the spectrum as you complete your response.**

We continue to work hard at building meaningful connections between our district and the community and believe that we are making real progress in that direction. In the past there was an active parent group, called the Parent Involvement Group, that became one more casualty of the pandemic. The group started back up in 2022-23 and is gaining even more momentum during the current school year.

The school board chairperson is a well-known, active community member within the town of Butte Falls. She is highly connected with students' parents and is a positive force in helping build partnerships between the district and community members.

Our superintendent (and secondary campus principal), is a highly visible member of the community, and has established clear, open communication lines with the community. He produces a monthly newsletter that is distributed both physically and electronically throughout town and is consumed by a wide number of community members.

We will continue to use various methods to communicate with parents and community members. These include social media, email, community meetings, surveys, posting flyers at local venues, and text messaging using the Remind app. In some cases, district staff simply call parents directly; another advantage of being a small school district.

**4) As you think 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 greatest aspects of SIA funding is that it is consistent and predictable. In contrast to the relatively volatile nature of school financing in the past (especially in a district like Butte Falls, where even a small drop in enrollment can have a significant impact on the budget), the fact that SIA funding is consistent from year to year is a stabilizing factor when planning for the future. And now, with the multi-component Integrated Plan and the newly introduced Early Literacy Success Grant, we are able to braid funds from a variety of sources to build systems and programs that are long-lasting and consistent.

With that concept in mind, our priorities will remain the same. While we will fine tune strategies when data and user feedback dictate, we will continue to focus on providing mental health and behavior supports to students, offering students more well-rounded educational opportunities, improving student and staff safety, and providing staff with effective, meaningful professional learning opportunities.