

**Joseph School District**

 Student Investment Account Plan

**Student Investment Account Outcomes**

**Outcome 1:** All students will develop the social, emotional, and behavioral skills needed to be successful learners and prepared to participate in their own future and community.

**Outcome 2:** Joseph School District will deepen academic differentiation to better meet the academic needs of diverse groups of learners, including historically underserved students.

**Student Investment Account Strategies**

## Strategy #1: Provide culturally responsive, tiered social emotional supports for all students.

Currently counseling available to students in Joseph is minimal both at school and in the community of Joseph. Joseph School District does not employ their own school counselor. Rather, they have a counselor from the local mental health agency (WVCW) that is on campus two days per week serving the district K-12. Student referral rates are high and the counseling needs of all students are not met due to limited time. The current counseling position only has time to serve the highest need students and does not have the time to oversee and implement tiered counseling supports. The district would like to contract with Wallowa Valley Center for Wellness for additional mental health counseling services/time and hire a school counselor to better serve the needs of all students district wide.

By increasing counseling FTE (both mental health and school counseling), the school will be able to provide tiered social emotional supports for all students including, but not limited to the following:

* Implementing a social emotional learning (SEL) curriculum
* Research, plan and implement a behavior/expectation/professional skill development program
* Create and implement intervention strategies targeting tier 1-3 behaviors
* Review and improve 5th/6th transitions from elementary school and to middle school
* Increase access to mental health counseling both the individual and in groups
* Research behavior classrooms for possible future implementation

Theory of Action for Outcome 1: If Joseph School District hires additional counseling staff, then students will receive culturally responsive, tiered social emotional supports and they will develop the social, emotional, and behavioral skills needed to be successful learners and be prepared to participate in their own future and community.

## Strategy #2: Develop and integrate core subject curriculum into existing high school programs of study.

Joseph High School is striving to accommodate the diverse learning needs of students in a rural school setting where course offerings are limited due to a low student population. With this in mind, Joseph High School is planning to develop and integrate core subject curriculum into their existing high school programs of study. This is not a small task and will require both core subject and elective teachers to work collaboratively. The end result will be increased opportunities to learn core subject standards in a non-traditional, more hands-on format to meet the needs of diverse students at the high school level. The school district will phase in this integration starting the first year with math and adding ELA and science academic standards into the high school programs of study in following years.

* Theory of Action for Outcome 2: If Joseph School District integrates core curriculum into existing high school programs of study, then students will have more options to learn in a manner consistent with their learning style and a more diverse group of learners will have their academic needs met.

## Strategy #3: Provide culturally responsive differentiated instruction to students

Joseph School District is striving to accommodate the diverse learning needs of students in a rural school setting, where there are limited staff and programs. Within each grade band and/or content area there are students who excel beyond the grade level, those that struggle to learn the content and those in the average academic performance range. Regardless of their small school size and thus lack of capacity to simply offer more courses at different levels, the staff would like to differentiate instruction within the classroom to meet the diverse academic needs of students. Utilizing student data, quality professional development and collaboration time will be at the center of this work.

* Theory of Action for Outcome 2: If Joseph School District trains staff and provides collaboration time to differentiate instruction, then teachers will be more equipped to differentiate lessons for students and be able to meet the diverse academic needs of students.

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| **Student Investment Account Outcomes and Strategies Correlation** |
| **Outcomes** | **Relevant Strategies** |
| **S1** | **S2** | **S3** |
| Outcome 1 | All students will develop the social, emotional, and behavioral skills needed to be successful learners and prepared to participate in their own future and community.  | X |  |  |
| Outcome 2 | Joseph School District will deepen academic differentiation to better reach diverse groups of learners, including historically underserved students.  |  | X | X |

***Student Investment Account Activities***

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| **Activity 1:** | Contract with Wallowa Valley Center for Wellness (WVCW) for tiered mental health counseling/services.  |
| **Aligned Strategies** | **Year One Budgeted Cost** | **Projected****Three Year Cost** | **Priority Level****Year One** |
| **S1** | **S2** | **S3** |
| X |  |  | $50,000 | $150,000 | High |
| **Person/Team Responsible for Implementation:** | **Measures of Evidence 2020-2021** | **Measures of Evidence 2021-2022** | **Measures of Evidence 2022-2023** |
| Superintendent | -Execute a contract with WVCW for tiered mental health counseling/services -Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.-Evidence of the counselor providing mental health support for students, particularly students in focal student groups.-Increase in access to mental health supports for students, particularly students in focal student groups. | -Execute a contract with WVCW for tiered mental health counseling/services -Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.-Evidence of the counselor providing mental health support for students, particularly students in focal student groups.-Increase in access to mental health supports for students, particularly students in focal student groups. | -Execute a contract with WVCW for tiered mental health counseling/services -Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.-Evidence of the counselor providing mental health support for students, particularly students in focal student groups.-Increase in access to mental health supports for students, particularly students in focal student groups. |

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| **Activity 2:** | Hire a qualified school counselor (1.0 FTE) |
| **Aligned Strategies** | **Year One Budgeted Cost** | **Projected****Three Year Cost** | **Priority Level****Year One** |
| **S1** | **S2** | **S3** |
| X |  |  | $103,000 | $320,000 | High |
| **Person/Team Responsible for Implementation:** | **Measures of Evidence 2020-2021** | **Measures of Evidence 2021-2022** | **Measures of Evidence 2022-2023** |
| Superintendent | -Execute a contract with one full time (1.0 FTE) qualified school counselor. -Develop a schedule that allows the counselor to provide preventative social-emotional instruction to all students.-Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.-Develop a schedule that allows the counselor to work with staff to create tiered intervention strategies, research best practices for behavior programs and behavior classrooms. -Evidence of the counselor providing mental health support for students, particularly students in focal student groups.-Increase in access to mental health supports for students, particularly students in focal student groups. | -Execute a contract with one full time (1.0 FTE) qualified school counselor. -Develop a schedule that allows the counselor to provide preventative social-emotional instruction to all students.-Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.-Develop a schedule that allows the counselor to work with staff to create tiered intervention strategies, research best practices for behavior programs and behavior classrooms. -Evidence of the counselor providing mental health support for students, particularly students in focal student groups.-Increase in access to mental health supports for students, particularly students in focal student groups. | -Execute a contract with one full time (1.0 FTE) qualified school counselor. -Develop a schedule that allows the counselor to provide preventative social-emotional instruction to all students.-Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.-Develop a schedule that allows the counselor to work with staff to create tiered intervention strategies, research best practices for behavior programs and behavior classrooms. -Evidence of the counselor providing mental health support for students, particularly students in focal student groups.-Increase in access to mental health supports for students, particularly students in focal student groups. |

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| **Activity 3:** | Hire a TOSA teacher to facilitate differentiation & integrating core instruction into high school programs of study (1.0 FTE) |
| **Aligned Strategies** | **Year One Budgeted Cost** | **Projected****Three Year Cost** | **Priority Level****Year One** |
| **S1** | **S2** | **S3** |
|  | X | X | $103,000 | $320,000 | High |
| **Person/Team Responsible for Implementation:** | **Measures of Evidence 2020-2021** | **Measures of Evidence 2021-2022** | **Measures of Evidence 2022-2023** |
| Superintendent | -Execute a contract with one full time (1.0 FTE) qualified TOSA teacher. -Create and implement a schedule that allows the TOSA to work with teachers on differentiation and/or integrating core curriculum into high school programs of study.-Evidence of the TOSA working collaboratively with teachers on differentiation and/or integrating core curriculum into high school programs of study.-Evidence of curriculum development integrating core standards into existing high school programs of study. -Evidence of an increase of differentiated instruction, particularly students in focal student subgroups. | -Execute a contract with one full time (1.0 FTE) qualified TOSA teacher. -Create and implement a schedule that allows the TOSA to work with teachers on differentiation and/or integrating core curriculum into high school programs of study.-Evidence of the TOSA working collaboratively with teachers on differentiation and/or integrating core curriculum into high school programs of study.-Evidence of curriculum development integrating core standards into existing high school programs of study. -Evidence of an increase of differentiated instruction, particularly students in focal student subgroups.-Evidence of core curriculum standards being implemented into existing high school programs of study. | -Execute a contract with one full time (1.0 FTE) qualified TOSA teacher. -Create and implement a schedule that allows the TOSA to work with teachers on differentiation and/or integrating core curriculum into high school programs of study.-Evidence of the TOSA working collaboratively with teachers on differentiation and/or integrating core curriculum into high school programs of study.-Evidence of curriculum development integrating core standards into existing high school programs of study. -Evidence of an increase of differentiated instruction, particularly students in focal student subgroups.-Evidence of core curriculum standards being implemented into existing high school programs of stu4dy. |

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| **Activity 4:** | Provide teachers professional development and collaboration time related to differentiation.  |
| **Aligned Strategies** | **Year One Budgeted Cost** | **Projected****Three Year Cost** | **Priority Level****Year One** |
| **S1** | **S2** | **S3** |
|  | X | X | $13,072 | $40,004 | High |
| **Person/Team Responsible for Implementation:** | **Measures of Evidence 2020-2021** | **Measures of Evidence 2021-2022** | **Measures of Evidence 2022-2023** |
| Superintendent | -Schedule professional development opportunities related to differentiation.-Dedicated time for staff to attend professional development opportunities related to differentiation. -Dedicated collaboration time for staff related to differentiation.-Implementation of differentiation by staff members, particularly when working with students from focal student groups.-Evidence of an educational environment that is supportive of the academic needs of all students, particularly students from focal student groups. | -Schedule continuing professional development opportunities related to differentiation.-Dedicated time for staff to attend professional development opportunities related to differentiation. -Dedicated collaboration time for staff related to differentiation.-Implementation of differentiation by staff members, particularly when working with students from focal student groups.-Evidence of an educational environment that is supportive of the academic needs of all students, particularly students from focal student groups. | -Schedule continuing professional development opportunities related to differentiation.-Dedicated time for staff to attend professional development opportunities related to differentiation. -Dedicated collaboration time for staff related to differentiation.-Implementation of differentiation by staff members, particularly when working with students from focal student groups.-Evidence of an educational environment that is supportive of the academic needs of all students, particularly students from focal student groups. |

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| **Activity 5:** | Provide high school core & elective teachers’ professional development and collaboration time related to integrating core standards into existing high school programs of study.  |
| **Aligned Strategies** | **Year One Budgeted Cost** | **Projected****Three Year Cost** | **Priority Level****Year One** |
| **S1** | **S2** | **S3** |
|  | X | X | $3,112 | $9,524 | High |
| **Person/Team Responsible for Implementation:** | **Measures of Evidence 2020-2021** | **Measures of Evidence 2021-2022** | **Measures of Evidence 2022-2023** |
| Superintendent | -Dedicated collaboration time for staff related to integrating core curriculum into high school programs of study. -Curriculum developed integrating core curriculum into high school programs of study.  | -Dedicated collaboration time for staff related to integrating core curriculum into high school programs of study. -Implementation of curriculum developed integrating core curriculum into high school programs of study. -Evidence of an educational environment that is supportive of the academic needs of all students, particularly students from focal student groups. | -Dedicated collaboration time for staff related to integrating core curriculum into high school programs of study. -Implementation of curriculum developed integrating core curriculum into high school programs of study. -Evidence of an educational environment that is supportive of the academic needs of all students, particularly students from focal student groups. |

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| **Activity 6:** | Purchase and implement supplemental differentiation materials for Joseph School District teachers.  |
| **Aligned Strategies** | **Year One Budgeted Cost** | **Projected****Three Year Cost** | **Priority Level****Year One** |
| **S1** | **S2** | **S3** |
|  | X | X | $19,676 | $19,676 | Low |
| **Person/Team Responsible for Implementation:** | **Measures of Evidence 2020-2021** | **Measures of Evidence 2021-2022** | **Measures of Evidence 2022-2023** |
| Administration & Teachers | -Review, select, and purchase supplemental differentiation materials that meet the needs of the student population and focal student groups.-Implementation of supplemental differentiation materials in the school, especially when working with students from focal student groups.-Evidence of an educational environment that is responsive to and supportive of the academic needs of all students, particularly students from focal student groups. | -Implementation of supplemental differentiation materials in the school, especially when working with students from focal student groups.-Evidence of an educational environment that is responsive to and supportive of the academic needs of all students, particularly students from focal student groups. | -Implementation of supplemental differentiation materials in the school, especially when working with students from focal student groups.-Evidence of an educational environment that is responsive to and supportive of the academic needs of all students, particularly students from focal student groups. |