

# Falls City SD 57 - Annual Reporting

## Questions

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| 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?  |
| 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?  |
| 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 <a href="https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf">https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf</a> and where your efforts might land on the spectrum as you complete your response. |
| 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?  |

## 2021-22 Annual Reporting Response

We are seeing more students at the high school recovering credit in a timely manner. We've had 2/3 5th year seniors graduated. Our behavior/credit recovery room is working smoothly to address student SEL needs as well as providing a place and adult support of credit recovery and college credit completion. We will have more 9th graders on track, more students graduating on time, and less students scrambling to recover credit in the final days of their senior year. 40 credits have been recovered. 401 unique visits to the Ascend Room have been recorded for SEL support. 92 college credits were earned. We have a seamless system to identify students needing credit recovery. We have provided additional staff for transportation, reading curriculum is in place at ES, and grade-band PLCs are in place at the ES. The Reset Room at the ES room has had 4666 student visits. Students have visited the Reset room for student requests, basic needs, emotional support, frustration, mental and physical support, distracting class, defiance, rewards, and misc. The Reset Room staff uses the RULER program and strategies to support students and get them ready to go back into the classroom. The staff also makes parent contact and sets up care team meetings to support students and families.

MTSS plans have not yet been developed. Additional contracted time and time for training has been hard to implement. Our staff is so small and so stretched thin that adding these items to the plate has been nearly impossible due to other initiatives and mandatory trainings. Lack of applicants for open positions has also been a barrier. Going forward we are partnering with ODE and WESD for the Intensive SIA programming. We hope this will bring in staffing to help implement these steps.

We annually use the YouthTruth survey. Additionally, the superintendent and HS principal have started some student focal/leadership groups. Families are regularly asked for input via YouthTruth and other in-house surveys. Our community partners are limited due to our rural, isolated location. Students are in the collaboration level while we are probably still in the involve level with families and partners. There is only one non-profit in town. The chair of that new organization happens to also be a teacher so there has been some collaboration there. The Intensive SIA program means that ODE will help us develop a stewarding and advising groups with outside partners.

A lot of choices are made based on time and staffing to complete. We often have to first pick the low hanging fruit to make the most progress with the least amount of effort by limited staff. We did however prioritize getting our Ascend room up and running for credit recovery and SEL at the HS because of the high need based on data around 9th on track, graduation rates, etc. We learned we need dedicated staff for liaising with partners and monitoring implementation. The MTSS items take a lot of effort and time to develop. We either need to rethink the necessity of these or rethink the allocation of resources to get them done.