

# **2022-23 Annual Report**



## **Implementing our Integrated Plan**

Over the past year we have worked hard as a district to work towards common goals for the 6 state and federal initiatives currently in place. We have used communications with our staff, students, parents and community members in our building of our integrated plan going forward which was presented and approved by our local school board and also by the Oregon Department of Education. Our plan is complete and is a great foundation for the spending and use of funds to continue to build our school district in a manner that benefits our students. The commitment is to reevaluate throughout the year and keep open lines of communication with all stakeholders. We will also be filing quarterly reports with the state on spending and narratives as well as adjusting our budget as needed throughout the school year.

## **Allocations**

For 2023-24 the allocations within the integrated guidance have increased overall to \$1,056,528.38 which allows us to not only support our schools and students in areas we were hoping for, it also allows us to get more creative with the addition of other areas. This is the break down of our current allocations:

❖ Student Investment Account -	\$827,984.02
❖ High School Success -	\$225,893.35
❖ Early Indicator & Intervention Systems -	\$2,193.39

In addition to the above allocations our administration team at Slater recently completed and filed the application for the Early Literacy Success grant which will allow us funding at the elementary level to increase our students skills in reading. This is an exciting addition that will only help strengthen what our staff is able to do in the area of literacy at Slater.

## Measuring Progress

The following are our Longitudinal Performance Growth Targets (LPGTs) that were developed during our work sessions with our ODE counterpart taking into consideration our most current trends, our goals for the integrated guidance, and averages across the state as we move forward with improvements. The two numbers in each column represent the baseline target for all students and the second number represents a target for Gap-Closing on what the state considers our Focal Group (historically underserved) students. The targets are measured in 5 specific areas: Four-Year graduation, Five-Year Completion, Ninth Grade On-Track, Third Grade Reading, and Regular Attenders.

Student Focal Groups	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Four-Year Graduation:</b> % earning a regular or modified diploma within 4 years of entering high school	68.5/65.75	69.5/67.0	71.0/69.0	73.0/71.5	75.0/74.0
<b>Five-Year Completion:</b> % earning a regular, modified, extended or adult hs diploma, or a GED within 5 years of entering high school	87.0/76.76	88.5/78.5	90.0/80.5	92.0/83.0	94.0/85.25
<b>Ninth Grade On-Track:</b> % earning at least ¼ of their graduation credits by the end of the summer following their 9th grade year	78.5/69.75	79.5/71.0	80.75/72.5	83.0/75.25	86.0/78.5
<b>Third Grade Reading:</b> % proficient on statewide English Language Assessments	28.5/21.0	29.0/21.75	30.0/23.0	32.0/25.75	34.0/28.0
<b>Regular Attenders:</b> % attending more than 90% of their enrolled school days	59.25/48.72	60.0/49.72	61.0/50.97	62.25/52.47	64.0/54.47

## Key Investments

The following are the areas we are focusing on with our integrated guidance funding for the drive toward improving our outcomes

- ❖ Having a nurse district wide to serve our students health and well being needs
- ❖ Counselors at all schools (currently we have one at Slater and one that is shared between the high school and middle school)
- ❖ Increasing after school opportunities
- ❖ Involving our parent coordinator throughout the year
- ❖ Supporting our library efforts

- ❖ Continuing to build relationships with the Burns Paiute Tribe through after school supports
- ❖ Security throughout all schools with new doors and also new security cameras
- ❖ Offer support to high school students with college visitations as well as class tuition and exams
- ❖ Continue to build our CTE programs and facilities throughout the high school landscape at both BHS and Monroe
- ❖ Increase school culture and recognition throughout our district for students accomplishments

## **2022-23 Report to Oregon Department of Education**

***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?***

Our district has made huge progress in reaching our goals based on the implementation and funding of the SIA account over the last year. The most notable growth has been in our ability to offer services to our students in the area of mental and emotional support with our two district counselors. Also the ability to create safe schools with security systems and new entry doors has been game changing for many of our students and staff feeling safer within our facilities. We have also been able to keep our class sizes down at the elementary school while offering more special education services with the use of two FTE in these areas. All of this along with supporting our transition to an AVID district has been key in our work towards our IG goals.

***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?***

Our biggest challenge as with most things we deal with being so isolated is the ability to hire people and then to retain them. We are very fortunate to have found two counselors who are both local people who have deep roots in our community so we are confident that the programs they are building will be in place for many years to come. Other barriers have been companies being able to provide us with supplies, specifically with our door project, in a timely manner. With these things, the majority of our implementation of our SIA plan did not run into challenges or barriers.

***How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit***

***[https://www.oregon.gov/ode/StudentSuccess/Documents/69236\\_ODE\\_Communit](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_Communit)***

***ityEngagementToolkit\_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.***

Community engagement as well as our communication with our students and staff was very useful during our time of working through our Integrated Guidance Application. We were able to use surveys, community engagement meetings, tribal committee meetings, and empathy interviews with student focal groups to follow up on our goals and the path we are taking within our district to support all students. We will continue to schedule events for our community while we do follow up dialogue with our staff throughout the school year so that we stay up on what the needs of our staff and students are. Gatherings such as "meet the board" and "dinner with the district" will help us to bring people to the table for conversations that can be game changing within the development of our district as we strive to improve instruction and support our students and staff in areas of mental and emotional well-being.

***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?***

We will continue to invest in staff development, particularly in regards to our district development as an AVID school district. We also have had great results lately with the "growing your own" as we have numerous para-professionals work into classroom and special education teaching roles. The resources provided by the SIA grant will allow us to continue our support of staff within professional development and also support our leadership roles within our AVID progression. Our schools will continue to move in the direction of creating safe environments through building improvement as well as security measures such as entry door technology and also camera systems inside and out. We will be able to take large steps towards all of this based on our SIA funding.

## Progress Markers (Optional) – Harney County SD 3

Progress Marker	Progress in 2022-23
Expect to See	
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.	Firmly in place
An equity lens is in place, adopted, and woven through all policies, procedures and practices.	High
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	High
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	Firmly in place
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided..	High

Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.	High
Like to See	
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.	High
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	High
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	High
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	High
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	High
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	Firmly in place
Love to See	
Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.	High
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.	Medium
Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.	High