

## **EPSD 9 SIA Strategies:**

1. Provide academic and career & college readiness support for Emerging Bilinguals, Latinx students, students with disabilities, and students experiencing poverty.
2. Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of PK-12 students and adults that is critical to academic and professional success.
3. Offer students a well rounded educational experience by increasing offerings in fine arts, PE, STEAM, CTE, and outside of school educational activities.
4. Provide consistent, ongoing professional learning in supporting students' social emotional well-being and academic achievement to all PK-12 staff.

EPSD 9 Tiered Plan:

Activites	Aligned Strategy	Priority Level
Hire two guidance counselors for high school	S1	Mid
Increase the Rogue Community Health partnership for mental health counselors by adding 1-3 Full time FTE to get up to a 1.0 FTE for each elementary and middle school or hire 1-3 instructional assistants for mental health services.	S2	High
Hire 2 Latinx Liaisons (Student/Family Success Coordinator) full time FTE	S1	High
Hire 13 IA's for 1st grade classroom support	S1	High
Hire 5 elementary PE teachers	S3	High
Hire 4 elementary Fine Arts teachers	S3	High
Hire 2.5 middle school STEAM teachers	S3	High
2 days of PD District wide for Instructional Assistants prior to school starting	S4	Mid
Facility Improvement for 3 preschool classrooms.	S2	Low
Indirect Costs		Mid
Hire 3 full time teachers for new preschools, one for each community in the district.	S1	Low
6 IAs for pre-schools	S1	Low
Curriculum, supplies, furniture for 3 preschool classrooms.	S2	Low
Hire 3 full time FTE Behavioral Health Support personnel (TRE, ERE, Hillside)	S2	High
Hire a 1.0 mental health counselor or trained IA for support throughout the summer months.	S2	Low
Hire 3 District Student Services Facilitators: Community Outreach/Attendance	S4	High
Community Outreach Supplies	S2	High

**Question 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?**

The changes in behavior, actions, policies or practices related to SIA implementation for 21-22 were varied. We were only able to implement about 75% of the goals and strategies developed for SIA due to physical space constraints.

One of the activities we were able to implement (Community Outreach Supplies) that allowed for us to begin the "return to normal" after the pandemic was holding successful parent meetings that included refreshments. We received input about how we could improve our communication to families and we heard their concerns. As a result, we acted on that. Many parents shared that they do not read social media and some do not have access to Internet. To that end we increased our ability to communicate with families by purchasing electronic signs for schools in order to reach out to parents with important information. These signs are placed in highly visible, heavily trafficked parts of our district to maximize our ability to announce important information and events. They were up and functioning by the end of September, 2022 with training occurring shortly thereafter. We foresee being able to not only notify parents of routine messages ("School's in Session, Please Drive Carefully" "Board Meeting tonight at District Office") but messages that are critical ("Two hour late start due to weather" "School closure due to weather today," etc.). This will be a major change to our practice as we will no longer be bound to just robocalls, newsletters and social media to get information to families.

For our first strategy to "Provide academic and career and college readiness support for Emerging Bilinguals, Latinx students, students with disabilities and students experiencing poverty," we have added two full-time college and career counselors to the staff at Eagle Point High School. This enables every grade level to not only have a full-time graduation coach (funded from the HS School Improvement grant) assigned to each grade level, but a full-time career and college readiness counselor assigned to them.

To our second strategy to "Create a culture of safety and respect for all students...that is critical for academic and professional success," we had entered into a contract with Rogue Community Health to offer mental health services and supports to our students.

Our third strategy has been the most challenging for us to implement. The third strategy is to "Offer students a well-rounded educational experience by increasing offerings in Fine Arts, PE, STEAM, CTE and outside of school activities." The hurdles we faced in implementing these offerings were classroom space and in hiring and retention of teachers. For the 22-23 school year we have hired all positions and have started the process of installing a pre-fabricated building that will house several classrooms for music, fine arts and Transition Kindergarten at one of our elementary schools.

The final strategy to provide ongoing professional development to support students' social emotional well-being and academic achievement was minimally successful. We offered paid trainings in August, but many did not take advantage of that opportunity. We are going to offer in house PD on Wednesday afternoons for the 22-23 SIA funding year.

With regards to our classroom activities planned, all elementary buildings K - 5 (with the exception of one) were able to provide PE and Fine arts activities. These "specials" could not be provided with a hands-on, in person manner during the pandemic. However, when observed during the 21-22 school year, students who did have access to these curriculums were enjoying the extra time SIA allowed for us to provide more minutes per week of these structured activities.

**Question 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?**

Teacher retention in 21-22 was a major hurdle in SIA implementation even with the help of HB 4030. As staff resigned (leaving potential chunks on funding on the table) EPSD requested permission to purchase large dollar items that still fit within our activities. While this helped, we were still not able to expend all our funds.

**Question 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**

**[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) and where your efforts might land on the spectrum as you complete your response.**

Our ongoing engagement with students, families and staff occurred via surveys sent out during our parent teacher conference time window. Additional engagement was accomplished with parent meetings and forums. Communicating with community partners occurs with school staff attending civic group meetings and/or meetings with other agencies such as fire and law enforcement. In the Winter and Spring of 2023, we will meet with focal groups and let them know the progress of the programs they gave input on when our SIA plan was formed.

**Question 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?**

Prioritization stayed on track with our Strategies and Activities lined out in our original plan.

What stood out is that the original plan called for hiring of teachers when we did not have classroom space to hire those teachers at one of our elementary buildings. We hired those teachers for 22-23 but they are in cramped areas doing the best they can. We have been able to rectify that in the future at that elementary building by building/erecting a pre-fabricated building (open Fall of 2023 or sooner) paid for from ESSER funds.

What was learned this year was whenever we have an employee leave employment with Eagle Point School District, a backup plan to expend the funds "left on the table" needs to be ready to go in the event we cannot immediately replace that employee. Those funds will be spent on items that fit into our Strategies and Activities.