



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

Student Investment Account
Annual Report
November 8, 2023



2022-2023 Community Engagement

16 Engagement Opportunities

Date	Survey
April 15, 2022	Title 6 Community Feedback
July 19-22, 2022	2022 Fall Community Engagement Short Survey-Jefferson County Fair
August 24, 2022	2022 Fall Community Engagement Short Survey-Madras High School
August 25, 2022	2022 Fall Community Engagement Short Survey-Madras High School
September 1, 2022	2022 Fall Community Engagement Short Survey-Metolius Elementary
September 1, 2022	2022 Fall Community Engagement Short Survey-Madras Elementary
September 1, 2022	2022 Fall Community Engagement Short Survey-WSK8
September 1, 2022	2022 Fall Community Engagement Short Survey-509J Online
September 1, 2022	2022 Fall Community Engagement Short Survey-Dual Language
September 6, 2022	2022 Fall Community Engagement Short Survey-JCMS
August 5-November 15, 2022	2022 Online Survey
October 11-13, 2022	English Learners, Hispanic, American Indian, and 21st Century Student Focus Groups
November 9, 2022	Warm Springs Community Engagement Session
December 5, 2022	Madras Latino Community Engagement Session
February 1, 2023	Youth Truth Survey (student, family, staff)
February 3, 2023	Staff Survey (SIA Investments and Areas of Growth Prioritizing)

Strengths Identified From Community Engagement 2022-23

- Classes and grades going well.
- After school activities (sports, clubs, after school programs) and the many benefits for those involved.
- Great staff.
- Communication
- Opportunities for enrichment & hands on learning at MHS(ag, shop, welding, construction, tech, music, band, art, theater).
- Dual language program.
- Counselors and mental health supports available to students.
- Language and culture incorporated into the schools.
- Clean facilities and schools.
- Staff cultural diversity.

Opportunities for Growth from Community Input 2022-23

- Help with grades/math/class work/homework/qualifying grades to paly.
- Better communication
- More hands on learning and elective classes (job skills, outdoor, middle levels and for all genders).
- Better discipline, supervision, and work around bullying.
- Facilities need improvements and grounds cleaned up.
- Increase security and safety procedures in school.
- Healthier meals
- Increase staff social and culture understanding of communities and best practices.
- Higher expectations and more rigorous courses.
- Incorporate Native Language opportunities and culturally relatable components into courses/curriculum/after school activities.

2022-23 SIA Funded Opportunities

- Counselors (4 FTE)
- Drug and Alcohol Counselor (1 FTE)
- Instructional Coaches (6 FTE)
- Family Access Network Advocates (3 FTE)
- Class Size Reduction (Buff & Madras-4 FTE)
- Districtwide Behavior Specialist (2 FTE)
- Music Teachers (Elementary Schools-4 FTE)
- School Learning Coordinator & Professional Learning Communities Facilitators Stipends (46)
- Professional Development: PLC's, AVID, Equity, Culturally Relevant Teaching, Collaborative Problem Solving
- Health Room/Case Manager Assistant (.50 FTE each school.)

**FTE=Full Time Employee*

Changes Observed Related to SIA Implementation During the 2022-23 School Year

- Certified Counselors in All Schools K-12 to Support Student Social Emotional Wellness
- On Site Drug & Alcohol Counselor
- Expanded Coordination of Support for Students and Families with the Addition of Three Family Network Advocates
- Smaller Classes Sizes Across the District
- Music Programs in All Schools K-12
- District Wide Implementation of Professional Learning Communities
- On-Going Job Embedded Professional Learning Opportunities for Staff
- Health Room Assistants Available in All Schools to Support Student Wellness
- Expanded Career and Technical Education Opportunities for Students
 - Automotive
 - Early Childhood Education
- Increased Cultural & Language Opportunities and Programs in Our Schools

On-Going Progress Measures

Strategic Path Forward Performance Indicators		
Students Flourish Here	Better Everyday	We Care for Each Other
Middle & High School Activities Participation	3 rd , 8 th , and 11 th Grade SBAC English Language Arts	Staff Exit Survey Data
K-2 & 6 th Grade Attendance	5 th , 8 th , and 11 th Grade SBAC Mathematics	Staff Engagement & Culture, Youth Truth Survey
Student Belonging & Engagement, Youth Truth Survey	9 th Grade on Track	Staff Retention Rates
	Four Year Graduation Rates	

Implementation of Regular Data Review Cycles through Professional Learning Communities

SIA Progress Marker Highlights

- Professional Learning Teams are formed, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance.
- Dedicated time for professional learning, collaborative teams, and guiding tools are in place.
 - [Weekly Late Start Mondays School Grade/Content Level Professional Learning Team Meetings](#)
 - [Monthly School Guiding Coalition Meetings](#)
 - [Monthly District Learning Leaders Professional Learning Community Meetings](#)
 - [Monthly District Grade Level Professional Learning Community Meetings](#)
- An equity lens is in place, adopted in 2021, and woven through all policies, procedures and practices.
- Our schools recognizes honor the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement that include community engagement events--Youth Truth Annual Student, Staff, and Family surveys—and short input surveys.
- Strong partnerships exist with community organizations and partners, including Jefferson County Health, Indian Health Services, Confederated Tribes of Warm Springs, local businesses, and others.

District Equity Lens Board Policy JBB, Educational Equity, June 16, 2021

Jefferson County School District Equity Lens
When making decisions and taking action, we will utilize the following questions:
<ol style="list-style-type: none"> 1. Does this decision/action align with the district mission and equity belief? 2. Are those being affected by the decision included in the process? 3. Does the proposed action address barriers to equitable outcomes or potentially create new barriers? 4. What information/data are you basing your decision or action upon? 5. How will the impact or outcome be measured? <ul style="list-style-type: none"> • Is the decision/outcome sustainable?

Barriers to Implementation 2022-23

- Availability of Qualified Staff for Specialty Positions