



22-23 SIA Annual Report Presentation

December 4, 2023

Pleasant Hill School District #1
36386 Highway 58
Pleasant Hill, Oregon 97455

SIA Annual Reporting Requirements

- SIA recipients are required by statute to review their own progress on an annual basis through an annual progress report and financial audit.
- ODE's annual report consists of four narrative questions and (optional) Progress Marker Ratings.
- SIA recipients are required to:
 - present their annual report to their governing board at an open meeting with opportunity for public comment,
 - and post the report to the district or charter school website.

Annual Report Narrative #1

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?

Last year we focused K-12 on an SEL initiative for both staff and students. We used the services of our local ESD to help support this work at the secondary level, with the elementary continuing their work from the year before. With the 2022-2023 school year being the first back from the Pandemic with no restrictions, we were able to keep “hot button” topics like masking and vaccines from being the focus. This allowed us to shift the focus to restoring SEL practices in the buildings.

Annual Report Narrative #1 continued

- Last year we were able to work at developing a better K-12 plan for meetings. Building level meetings at the elementary are continually being refined and the secondary level took the year to develop the correct staff to be involved in the meetings, as well as working to identify the outcomes the different meetings should have. We have worked to have our Special Education department continue to receive the specialized training they need, while incorporating the department staff into all General Education staff meetings and training without overwhelming them. This has been made more streamlined as we worked to develop better K-12 meeting planning and structure.
- Another change in practice was to work to refine the transition plan for our students from elementary to middle school. Student exposure to staff and students, parent/guardian nights, and informational emails and letters, while allowing for community conversations and input is allowing us to provide better support for students and families as they make this transition.
- All of these examples to change, or refinement, to practices has allowed us to focus on improving our work on our strategies from supporting student transitions, to increasing our focus on student and family mental health and social emotional health and everything in between.

Annual Report Narrative #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?

- With last year still having the general malaise from the pandemic, we did have a struggle with filling all positions that have been posted. While we feel fortunate to have gained the employees we did, we still had open positions. Along with open positions, the secondary level was in year one of a new principal, two new assistant principals and a new high school counselor. The lack of systems, loss of institutional knowledge, and unfilled licensed positions resulted in inefficient systems specific to master scheduling that resulted in uneven class sizes across our high school system. Substitute shortages left us scrambling at times to find coverage for classes. At times this led to teachers covering other classes or administrators covering. When this happens, it stretches the staff on-site and can make carrying out the daily tasks just that much harder.
- As schools, we are often told to work with community partners. When you are a rural, small school with no “city” core, community partners are the local farmers and a small grocery store or a Dairy Queen. We struggled post-pandemic to find partners from neighboring communities that were allowing us to visit (if we could find bussing) or wanting to travel to us. Because of this we have not had the full “educationally enriching after-school programming” as we wanted when SIA was originally written. As such, we have asked current staff to help with short-term after-school programs. It has worked to fill the gap, but this was not the intention of the original strategy.

Annual Report Narrative #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 and where your efforts might land on the spectrum as you complete your response.

- While we have already commented on a lack of robust community partners, we are blessed with strong support by our community. We have numerous opportunities, beyond athletic competitions, that allow community members to come to the school campus and engage with students and staff. Both of our school campuses held widely attended back-to-school nights and school conferences were well attended as well. We have a music program that runs K-12 and both programs hold regular concerts that are often standing room only in regards to attendance. We hold a Veterans Day celebration at the secondary level, and our elementary holds a Title 1 night and a Parent PE night which also draws large crowds.

Annual Report Narrative #3 continued

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- We have some school focused support organizations as well. The Parent Teacher Organization (PTO) holds very well attended events throughout the year to raise funds to support our classwork in grades K-5. The Billie Boosters (Boosters) raises funds to support athletics in grades 7-12, although many “big ticket” items such as facility improvements benefit everyone in the community. We also have the Pleasant Hill Education Foundation (PHEF) which raises funds to support extra classroom projects, field trips and clubs in grades Pre-K to 12th grade. These partner organizations are very involved in our schools and fully volunteer operated by community members. Some rich discourse and involvement often come from these groups.
- We are continuing to support our current list of activities and community events, while also planning how to attract even more community members, especially from our focal groups, to join in more of the events and groups.

Annual Report Narrative #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?

- A main standout from the 2022-2023 school year was how much of a toll the Pandemic took on our students, staff and community. While things were “back to normal” as far as restrictions, there was carryover in fatigue, mental health needs and other items that made things tough at times. Much as with the rest of the country, we all dealt with work and personal stress and we did deal with some issues of this in our small area. To support staff and students we brought in the SEL curriculum and supports with a focus on the secondary level. This has taught us not to discount the world around us while we are focused on education, however we also need to remember staff are people too and sometimes need support or breaks to regroup.

Annual Report Narrative #4 continued

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 need to always continue to work on drawing more community members to the schools and if we cannot get them here, how do we work to get their voice included in our decision-making process? While this will be an ongoing issue, and the reasons for lack of participation are wide and varied, we must try new and innovative ways to reach out to people and have them reach back.
- The 2022-2023 school year brought us returning fully from the restrictions of the Pandemic, bringing on-board a new HS Principal, MS Principal, AD/Assistant High School Principal and a superintendent, plus general staffing changes and an ever-changing world we live in, I am amazed at how well our community rallied around us. We have sent sports teams to state, our FFA program has competed successfully at the state and national level, our elementary students started a Kindness Club to bring smiles to students and families at morning drop-off, we have students in the secondary school coming over at lunch to be a "Lunch Buddy" to the younger students who need it. All of this is to say, while things may seem dark, there are amazing lights shining through in the students of today and seeing our staff and community come alongside and support to uplift them, speaks to the foundation we have to build upon. We have done some good work with SIA and need to continue to build on this strong foundation.