



WALT DAVENPORT — SUPERINTENDENT  
ADMINISTRATION OFFICE  
300 ASH STREET  
CENTRAL POINT, OREGON 97502  
PHONE: (541) 494-6201  
FAX: (541) 664-1637  
[www.district6.org](http://www.district6.org)  
[walt.davenport@district6.org](mailto:walt.davenport@district6.org)

## Student Investment Account

### 2022-2023 Annual Report to the Board of Directors

***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?***

- While we have not yet "arrived", we recognize the need to enhance and support strong instructional practices to engage students and help improve student academic achievement. This is reflected in our Integrated Plan.
- Students expressed the need for additional safe, private and updated restrooms and locker rooms. SIA specifically addresses student health and safety allowing us to update our facilities to improve privacy and safety in these areas. This further supports our goal of creating a culture of safety and respect.
- The following positions also helped to support students and staff: Student Wellness Specialists, District Nurse, Middle School Behavior Support, Elementary Music Teachers, HS Counselors, School Psychologist, Autism Specialist, and Middle School Campus Monitors.
- We also were able to use system-wide universal screening and progress monitoring tools to support students and guide instruction and interventions. We have worked hard to create a culture of safety and respect for all students and adults in our school district,

***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?***

- We didn't find many barriers or challenges that could have been mitigated by state leaders. Our main barrier has been finding qualified individuals to fill our positions. This is especially true in the behavior specialist areas. As a result, we modified our plans for hiring positions to support students and this is reflected in our Integrated Plan.

***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.***

- Our Superintendent and school staff continue to meet with student and parent groups to elicit input into our progress toward meeting our goals. Meeting in small groups and administering surveys for students, staff, and families has helped us to not only listen carefully to what has been said, but it is building relationships with the district leadership and patrons, students, and staff. The use of the crosswalk from the Toolkit has helped us to organize our work around getting feedback from focal groups of

students, staff, and community. We have identified an area to improve is our need for more community feedback, also, we are considering purchasing a subscription to a survey resource that will help us get a clear picture of the needs of every student and school in our district. We need a tool to discover the successes in our district so we can replicate and identify the areas we can strengthen across MTSS/RTI, PBIS, SEL, and school climate. Analyzing the data we collect needs to be simplified for us so we can spend less time sorting and disaggregating information and more time interpreting the data.

***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?***

- Our goals of supporting students' socio-emotional learning and improving facilities for students and staff are addressed in our SIA plan. We hired Student Wellness Coordinators to serve marginalized students in all schools in the district. These coordinators work with focal groups such as unhoused students, TAG students, students dealing with emotional issues, and students in marginalized groups including BPOC, LGBTQIA+, English Learners, and students with disabilities. Their role is to seek our resources for students and support them with academics, and mental and physical health services. The SWS position has been very positive and has helped students re-engage in school after the pandemic. In addition, students have an advocate in each school that is accessible and consistent.
- Our additional Counselor, School Nurse, and School Psychologist also has had an impact on students in a positive way. In an effort to improve facilities for students, staff, and families, we have supplemented our school bond to create spaces in schools that are inviting, private, (in regard to restrooms and locker rooms) and student centered. While the bond was created for structural and infrastructure changes (air conditioning, wiring and plumbing upgrades), the things we were able to do with the SIA grant are more "visible" to students and staff and the response has been very favorable.
- We also prioritized music teachers for each elementary school in our SIA grant. Research has indicated that the impact this will have on our younger students will be a more positive learning environment, Improved memory, tension release, energized learning activities, Increased motivation, enhanced imagination, improved academic performance, and increased attendance. We will be collecting data to see the impact of these positions.
- As we strive to support our students, we realize this investment in staff and facilities must continue into the future and our Integrated Plan reflects this. Feedback from students, staff, and parents also indicates that we are on the right path to helping students make the gains we need to see academically by removing barriers and supporting students as much as possible.

.....CHARACTER MATTERS.....