

# Nixya'awii Community School

## 2022-23 SIA Annual Report



*Presented to the Board of Education on November 27, 2023*

ODE Annual Report Prompt	District Response
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?	Our Behavior Support Specialist Robby Bill continues to be an integral and important part of our student's success. During the second year of the biennium we continued to learn more about what works best in supporting students and developed systems for implementing those practices. For example, in 2022-23 he was able to build on the relationships he had established his first year to more planning and scheduling strategic check-ins. He also instituted check-ins with his caseload during summer and other extended breaks to prevent backward slides, which has been helpful. In addition to individual support of our students and families, Robby partnered with Yellowhawk to plan non-academic excursions, like bowling and paintball, to increase positive behaviors such as teamwork, social bonding and other character-building traits. As we close out this biennium and move into our Integrated Plan for 2023-25, Robby's contributions to our culture, climate and student success are undeniable.
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?	There are no barriers to implementing behavior support by employing Robby. The funds are available and we have strong community support. In fact, our community would love to have a second position if the funds allowed.
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?	The addition of a Behavior Support Specialist has resulted in daily communication and engagement with focal student families and staff. Robby and the other CTUIR agencies he works with collaborate regularly with each other and families, functioning like a tribal CARE team. Level 4, "Collaborate", is normal operating procedure for Robby's work and sometimes tilts into "Defer to" depending on the situation.

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?

The major difference in our work between Year 1 and Year 2 of the biennium was prioritizing the structured approach to Robby's work. This was the natural next step for both a new position and the first almost-normal year after the pandemic. These structures—such as keeping a log and making intentional family contacts to promote partnership and collaborative problem-solving—and others are carried through to the current biennium. Robby's strategic shifts have created time for supporting our progressive discipline approaches to ingraining the habits of successful learners that were de-prioritized during the pandemic. For example, when we notice a student is struggling he begins a casual conversation with caregivers to learn about situations that might be causing stress and collaborating with them to help prevent possible disciplinary actions that would otherwise be elevated to the principal level. This inquisitive but low-key dialogue allowed the school and partners to address root causes before they derailed a student. This informed our current Integrated Plan by prioritizing preventative efforts including the new Freshman Success course and Student Success class periods that provide one-on-one support throughout the school day.