



# Enterprise School District

## Student Investment Account Plan

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### Student Investment Account Outcomes

**Outcome 1:** Enterprise School District students will develop the social, emotional, and behavioral skills needed to be successful learners and be prepared to participate in their own future and community.

**Outcome 2:** Enterprise School District will meet the academic needs of all students through a rigorous, aligned and differentiated K-12 curriculum.

**Outcome 3:** Enterprise School District students will have access to well-rounded educational opportunities during their K-12 experience.

### Student Investment Account Strategies

#### **Strategy #1: Provide culturally responsive, tiered social emotional supports for all students.**

Currently counseling services available to students at Enterprise School district is minimal. Enterprise School District currently does not employ their own school counselors. Rather, they have a counselor from the local mental health agency (WVCW) that is on campus two days per week serving the district K-12. Student referral rates are high and the counseling needs of all students are not met due to limited time. The current counseling position only has time to serve the highest need students and does not have the time to oversee and implement tiered counseling supports. The district would like to hire a school counselor at the secondary level and hire a Social Emotional Learning Health Specialist at the elementary level to better serve the needs of all students district wide.

By increasing counseling and social emotional learning health specialist FTE, the school will be able to provide tiered social emotional supports for all students including, but not limited to the following:

- Implementing a social emotional learning (SEL) curriculum
- Research, plan and implement a behavior/expectation program
- Create and implement intervention strategies targeting tier 1-3 behaviors
- Review and improve transitions from elementary to middle school
- Increase access to mental health counseling both individual and in groups
- Research behavior classrooms for possible future implementation

**Theory of Action for Outcome 1:** If Enterprise School District hires additional counseling and Social Emotional Learning Health specialist staff, then students will receive culturally responsive, tiered social emotional supports and they will develop the social, emotional, and behavioral skills needed to be successful learners and be prepared to participate in their own future and community.

## **Strategy #2: Expand instructional opportunities for all students in the Enterprise School District to provide a well-rounded educational experience.**

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Enterprise School District has one campus K-12. A variety of instructional programs/offerings are limited for students due to the small size of the district and low number of staff. Several teachers are shared between the elementary and secondary building, causing additional limitations for students to access instructional opportunities. Enterprise School District would like to increase the number of instructional offerings and thus increase accessibility to students by hiring part-time positions in music, art and agriculture.

Theory of Action for Outcome 3: If instructional opportunities are increased, then Enterprise School District students will have access to instructional opportunities aligned to their interests and goals, and Enterprise School District students will be able to engage in well-rounded educational opportunities.

## **Strategy #3: Provide culturally responsive differentiated instruction to students**

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Enterprise School District is striving to accommodate the diverse learning needs of students in a rural school setting, where there are limited staff and programs. Within each grade band and/or content area there are students who excel beyond the grade level, those that struggle to learn the content and those in the average academic performance range. Regardless of their small school size and thus lack of capacity to simply offer more courses at different levels, the staff would like to differentiate instruction within the classroom to meet the diverse academic needs of students. Utilizing quality professional development opportunities, peer walk-through/observations and collaboration time will be at the center of this work.

Theory of Action for Outcome 2: If Enterprise School District provides observation and collaboration time focused on differentiated instruction, then teachers will be more equipped to differentiate lessons for students and be able to meet the diverse academic needs of all students.

## **Strategy #4: Vertically align English Language Arts (ELA) curriculum grades K-12.**

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Enterprise School District will work to ensure students receive vertically aligned ELA curriculum in grades K-12. This work will be facilitated by a lead teacher to help develop ELA curriculum maps for each grade level that are vertically aligned. Elementary and secondary ELA teachers will be paid additional days to complete this work. This strategy is timed to fall in line with the ELA textbook adoption cycle and will help with the selection of new materials.

Theory of Action for Outcome 2: If Enterprise School District provides resources to align K-12 instruction, then teachers will provide continuous aligned instruction grades K-12 and students will experience more success in ELA and have their academic needs met.

**Student Investment Account Outcomes and Strategies Correlation**

Outcomes		Relevant Strategies			
		S1	S2	S3	S4
Outcome 1	Enterprise School District students will develop the social, emotional, and behavioral skills needed to be successful learners and be prepared to participate in their own future and community.	X			
Outcome 2	Enterprise School District will meet the academic needs of all students through a rigorous, aligned and differentiated K-12 curriculum.			X	X
Outcome 3	Enterprise School District students will have access to well-rounded educational opportunities during their K-12 experience.		X		

## *Student Investment Account Activities*

<b>Activity 1:</b>					Hire elementary Social Emotional Learning Health Specialist (1.0 FTE)				
<b>Aligned Strategies</b>					<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>		
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>						
X				\$103,000	\$320,000	High			
<b>Person/Team Responsible for Implementation:</b>					<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>		
Superintendent					<ul style="list-style-type: none"> <li>-Execute a contract with one full time (1.0 FTE) qualified SEL/Health specialist.</li> <li>-Develop a schedule that allows the SEL/health specialist to work with teachers &amp; students needing SEL supports, especially students in focal student groups.</li> <li>-Evidence of the SEL/Health specialist providing SEL support for students, particularly students in focal student groups.</li> <li>-Increase in access to SEL supports for students, particularly students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with one full time (1.0 FTE) qualified SEL/Health specialist.</li> <li>-Develop a schedule that allows the SEL/health specialist to work with teachers &amp; students needing SEL supports, especially students in focal student groups.</li> <li>-Evidence of the SEL/Health specialist providing SEL support for students, particularly students in focal student groups.</li> <li>-Increase in access to SEL supports for students, particularly students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with one full time (1.0 FTE) qualified SEL/Health specialist.</li> <li>-Develop a schedule that allows the SEL/health specialist to work with teachers &amp; students needing SEL supports, especially students in focal student groups.</li> <li>-Evidence of the SEL/Health specialist providing SEL support for students, particularly students in focal student groups.</li> <li>-Increase in access to SEL supports for students, particularly students in focal student groups.</li> </ul>		

<b>Activity 2:</b>					Hire a qualified secondary guidance counselor (1.0 FTE)		
<b>Aligned Strategies</b>					<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>				
X				\$103,000	\$320,000	High	
<b>Person/Team Responsible for Implementation:</b>					<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>
Superintendent					<ul style="list-style-type: none"> <li>-Execute a contract with one full time (1.0 FTE) qualified school counselor.</li> <li>-Develop a schedule that allows the counselor to provide preventative social-emotional instruction to all students.</li> <li>-Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.</li> <li>-Develop a schedule that allows the counselor to work with staff to create tiered intervention strategies, research best practices for behavior programs and behavior classrooms.</li> <li>-Evidence of the counselor providing mental health support for students, particularly students in focal student groups.</li> <li>-Increase in access to mental health supports for students, particularly students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with one full time (1.0 FTE) qualified school counselor.</li> <li>-Develop a schedule that allows the counselor to provide preventative social-emotional instruction to all students.</li> <li>-Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.</li> <li>-Develop a schedule that allows the counselor to work with staff to create tiered intervention strategies, research best practices for behavior programs and behavior classrooms.</li> <li>-Evidence of the counselor providing mental health support for students, particularly students in focal student groups.</li> <li>-Increase in access to mental health supports for students, particularly students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with one full time (1.0 FTE) qualified school counselor.</li> <li>-Develop a schedule that allows the counselor to provide preventative social-emotional instruction to all students.</li> <li>-Develop a schedule that allows the counselor to meet with students requiring mental health support, especially students in focal student groups.</li> <li>-Develop a schedule that allows the counselor to work with staff to create tiered intervention strategies, research best practices for behavior programs and behavior classrooms.</li> <li>-Evidence of the counselor providing mental health support for students, particularly students in focal student groups.</li> <li>-Increase in access to mental health supports for students, particularly students in focal student groups.</li> </ul>

<b>Activity 3:</b>					Purchase SEL curriculum, supplies & materials to support social emotional learning K-12		
<b>Aligned Strategies</b>				<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>	
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>				
X				\$3283.07	\$3283.07	High	
<b>Person/Team Responsible for Implementation:</b>				<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>	
Superintendent				-Review, select and purchase SEL materials that meets the needs of the student population and focal student groups. -Implementation of the comprehensive SEL program in the school, especially when working with students from focal student groups. -Evidence of an educational environment that is supportive of the social and emotional well-being of students, particularly students from focal student groups.	-Implementation of the comprehensive SEL program in the school, especially when working with students from focal student groups. -Evidence of an educational environment that is supportive of the social and emotional well-being of students, particularly students from focal student groups.	-Implementation of the comprehensive SEL program in the school, especially when working with students from focal student groups. -Evidence of an educational environment that is supportive of the social and emotional well-being of students, particularly students from focal student groups.	

<b>Activity 4:</b>					Hire a qualified junior high Agriculture teacher (.50 FTE)		
<b>Aligned Strategies</b>					<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>				
	X			\$51,500	\$160,000	High	
<b>Person/Team Responsible for Implementation:</b>					<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>
Superintendent					<ul style="list-style-type: none"> <li>-Execute a contract with a part-time (.50 FTE) certified agriculture instructor.</li> <li>-Develop a schedule that allows the agriculture instructor to provide instruction for students at Enterprise High School, especially students in focal student groups.</li> <li>-Evidence of agriculture instructor providing instruction for junior high school students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with a part-time (.50 FTE) certified agriculture instructor.</li> <li>-Develop a schedule that allows the agriculture instructor to provide instruction for students at Enterprise High School, especially students in focal student groups.</li> <li>-Evidence of agriculture instructor providing instruction for junior high school students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with a part-time (.50 FTE) certified agriculture instructor.</li> <li>-Develop a schedule that allows the agriculture instructor to provide instruction for students at Enterprise High School, especially students in focal student groups.</li> <li>-Evidence of agriculture instructor providing instruction for junior high school students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>

<b>Activity 5:</b>					Hire a qualified Art Teacher (.50 FTE)				
<b>Aligned Strategies</b>					<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>		
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>						
	X			\$51,500	\$160,000	High			
<b>Person/Team Responsible for Implementation:</b>					<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>		
Superintendent					<ul style="list-style-type: none"> <li>-Execute a contract with a part-time (.50 FTE) certified art instructor.</li> <li>-Develop a schedule that allows the art instructor to provide instruction for students at Enterprise Elementary &amp; High School, especially students in focal student groups.</li> <li>-Evidence of art instructor providing instruction for students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>--Execute a contract with a part-time (.50 FTE) certified art instructor.</li> <li>-Develop a schedule that allows the art instructor to provide instruction for students at Enterprise Elementary &amp; High School, especially students in focal student groups.</li> <li>-Evidence of art instructor providing instruction for students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with a part-time (.50 FTE) certified art instructor.</li> <li>-Develop a schedule that allows the art instructor to provide instruction for students at Enterprise Elementary &amp; High School, especially students in focal student groups.</li> <li>-Evidence of art instructor providing instruction for students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>		



<b>Activity 6:</b>					Hire a qualified Music Teacher (.50 FTE)		
<b>Aligned Strategies</b>					<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>				
	X			\$51,500	\$160,000	High	
<b>Person/Team Responsible for Implementation:</b>					<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>
Superintendent					<ul style="list-style-type: none"> <li>-Execute a contract with a part-time (.50 FTE) certified music instructor.</li> <li>-Develop a schedule that allows music instructor to provide instruction for students at Enterprise Elementary, especially students in focal student groups.</li> <li>-Evidence of music instructor providing instruction for students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with a part-time (.50 FTE) certified music instructor.</li> <li>-Develop a schedule that allows music instructor to provide instruction for students at Enterprise Elementary, especially students in focal student groups.</li> <li>-Evidence of music instructor providing instruction for students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with a part-time (.50 FTE) certified music instructor.</li> <li>-Develop a schedule that allows music instructor to provide instruction for students at Enterprise Elementary, especially students in focal student groups.</li> <li>-Evidence of music instructor providing instruction for students, especially students in focal student groups.</li> <li>-Increase in student participation in well-rounded learning experiences, particularly for students in focal student groups.</li> </ul>

<b>Activity 7:</b>					Fund Kindergarten Readiness Camp- hire one teacher & two educational assistants for 6 days and provide funds for instructional materials.				
<b>Aligned Strategies</b>					<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>		
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>						
		X	X	\$3000	\$9227	High			
<b>Person/Team Responsible for Implementation:</b>					<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>		
Superintendent					<ul style="list-style-type: none"> <li>-Execute a contract with one elementary teacher &amp; two educational assistants for 6 day kindergarten camp.</li> <li>-Develop a schedule that allows the teacher &amp; assistants to provide six days of readiness instruction for incoming kindergarten students at Enterprise Elementary, especially students in focal student groups.</li> <li>-Develop curriculum materials to provide readiness instruction to incoming kindergarten students, especially students in focal student groups.</li> <li>-Evidence of teacher &amp; assistants providing readiness instruction for incoming kindergarten students, especially students in focal student groups.</li> <li>-Increase in kindergarten student readiness, particularly for students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with one elementary teacher &amp; two educational assistants for 6 day kindergarten camp.</li> <li>-Develop a schedule that allows the teacher &amp; assistants to provide six days of readiness instruction for incoming kindergarten students at Enterprise Elementary, especially students in focal student groups.</li> <li>-Implement curriculum materials to provide readiness instruction to incoming kindergarten students, especially students in focal student groups.</li> <li>-Evidence of teacher &amp; assistants providing readiness instruction for incoming kindergarten students, especially students in focal student groups.</li> <li>-Increase in kindergarten student readiness, particularly for students in focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute a contract with one elementary teacher &amp; two educational assistants for 6 day kindergarten camp.</li> <li>-Develop a schedule that allows the teacher &amp; assistants to provide six days of readiness instruction for incoming kindergarten students at Enterprise Elementary, especially students in focal student groups.</li> <li>-Implement curriculum materials to provide readiness instruction to incoming kindergarten students, especially students in focal student groups.</li> <li>-Evidence of teacher &amp; assistants providing readiness instruction for incoming kindergarten students, especially students in focal student groups.</li> <li>-Increase in kindergarten student readiness, particularly for students in focal student groups.</li> </ul>		

<b>Activity 8:</b>					Provide teachers professional development and collaboration time related to differentiation through observations/walk-throughs.				
<b>Aligned Strategies</b>					<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>		
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>						
		X		\$8,442	\$25,964	High			
<b>Person/Team Responsible for Implementation:</b>					<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>		
Superintendent					<ul style="list-style-type: none"> <li>-Schedule professional development opportunities related to differentiation.</li> <li>-Dedicated time for staff to attend professional development opportunities related to differentiation.</li> <li>-Dedicated collaboration time for staff related to differentiation.</li> <li>-Implementation of differentiation by staff members, particularly when working with students from focal student groups.</li> <li>-Evidence of an educational environment that is supportive of the academic needs of all students, particularly students from focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Schedule professional development opportunities related to differentiation.</li> <li>-Dedicated time for staff to attend professional development opportunities related to differentiation.</li> <li>-Dedicated collaboration time for staff related to differentiation.</li> <li>-Implementation of differentiation by staff members, particularly when working with students from focal student groups.</li> <li>-Evidence of an educational environment that is supportive of the academic needs of all students, particularly students from focal student groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Schedule professional development opportunities related to differentiation.</li> <li>-Dedicated time for staff to attend professional development opportunities related to differentiation.</li> <li>-Dedicated collaboration time for staff related to differentiation.</li> <li>-Implementation of differentiation by staff members, particularly when working with students from focal student groups.</li> <li>-Evidence of an educational environment that is supportive of the academic needs of all students, particularly students from focal student groups.</li> </ul>		

<b>Activity 9:</b>					Vertically align K-12 ELA curriculum- Stipend for lead teacher facilitator & 2 days sub rate time for 17 teachers to map curriculum.				
<b>Aligned Strategies</b>				<b>Year One Budgeted Cost</b>	<b>Projected Three Year Cost</b>	<b>Priority Level Year One</b>			
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>						
			X	\$13,793	\$42,422	High			
<b>Person/Team Responsible for Implementation:</b>				<b>Measures of Evidence 2020-2021</b>	<b>Measures of Evidence 2021-2022</b>	<b>Measures of Evidence 2022-2023</b>			
Superintendent				<ul style="list-style-type: none"> <li>-Execute extra-pay stipend contract with qualified lead teacher.</li> <li>-Create and implement a schedule that allows the lead teacher to work with other teachers for two days on vertically aligning curriculum through the creation of curriculum maps.</li> <li>-Evidence of the lead teacher working collaboratively with other teachers on vertical alignment.</li> <li>-Evidence of curriculum mapping &amp; vertical alignment.</li> <li>-Evidence of an increase of vertically aligned instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute extra-pay stipend contract with qualified lead teacher.</li> <li>-Create and implement a schedule that allows the lead teacher to work with other teachers for two days on vertically aligning curriculum through the creation of curriculum maps.</li> <li>-Evidence of the lead teacher working collaboratively with other teachers on vertical alignment.</li> <li>-Evidence of curriculum mapping &amp; vertical alignment.</li> <li>-Evidence of an increase of vertically aligned instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Execute extra-pay stipend contract with qualified lead teacher.</li> <li>-Create and implement a schedule that allows the lead teacher to work with other teachers for two days on vertically aligning curriculum through the creation of curriculum maps.</li> <li>-Evidence of the lead teacher working collaboratively with other teachers on vertical alignment.</li> <li>-Evidence of curriculum mapping &amp; vertical alignment.</li> <li>-Evidence of an increase of vertically aligned instruction.</li> </ul>			