ECHO IDAHO

K12 Youth Well-being & Upstream Prevention

# Strategic Planning for Upstream Prevention in the School Setting

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None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

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# Learning Objectives

- Participants will explore how to incorporate upstream prevention and student mental health into their new 4-year Strategic Plans and annual Continuous Improvement Plans, to maintain a consistent focus.
- Participants will explore a case study of how the Marsing School District leveraged their student data to create efficacy around the topic of adolescent depression rates and create significant improvement.
- Teams will explore a case study of data and brainstorm possible actions that could be taken in response to a data set.

# Moving Upstream: A Strategic Approach to Prevention

The case implementing wellness goals in the 4-year strategic plan:

- **Navigating Complexity:** Strategic planning is essential for maintaining focus through the chaos of new initiatives, changing legislation, administrative turnover, and political pressures.
- **Proven Success:** Idaho districts have credited their strategic plans with enabling sustained improvement.
- **Unified Commitment:** A successful plan requires a shared commitment from the board and district administration.

# Strategic planning for upstream prevention

Blaine County School District






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# Prevention starts with everyday conditions

## What helps students feel connected before concerns escalate?

Upstream prevention builds the conditions that support student wellness every day.

### Wellness and belonging

Supportive school environments

### Local youth data

Student and family voice

### Relationships

Adult connections and family engagement

# BCSD’s strategic plan provides the foundation

**01** **Wellness and emotional health**

Prioritize students, staff and families. Support positive behaviors and cultural diversity for all students.

**02** **Local data and community partnership**

Work with Communities for Youth using the Icelandic Study Model. Use annual data to address needs and educate the school community.

**03** **Relationships and family engagement**

Build purposeful staff–student relationships. Expand family engagement through events and schoolwide community initiatives.

# A shared priority connects every level

1. **District strategic plan**
   Defines the shared direction and outcomes
2. **Annual district improvement plan**
   Guiding Coalition selects 2–3 instructional goals
3. **School improvement plans**
   Schools align with Teaching and Learning goals
4. **Individual improvement plans**
   Each employee connects to at least one district goal

# District direction becomes school practice

| District strategic plan | School continuous improvement plan |
| --- | --- |
| Shared outcome<br>Wellness condition and measurable target | Local priority<br>Students experiencing the greatest gap |
| Resources and responsibility<br>District lead, staffing, training, time and budget | Daily implementation<br>Routines, named owners and protected time |
| Common measures<br>Survey items, review dates and reporting | Improvement cycle<br>Student experience, evidence and adjustments |

**Wellness belongs alongside academic growth and Tier 1 instruction.**



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# 2026–2027 BCSD improvement goals

## Academic growth

**2%**

minimum proficiency growth by the end of the school year

All student cohorts, including disaggregated subgroups.
Local measures in other areas.

## Tier 1 instruction

**100%**

of teachers use Tier 1 strategies
at least 3 instructional days/week

Engage 80% or more of students through speaking, listening, reading and writing.

## Student wellness

**2%**

increase in students who can identify a trusted adult or school-based support service

By April 1, using fall and spring student surveys.
Refined measure on next slide.



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# A wellness goal becomes a school action plan

**PROPOSED REFINEMENT**

## By April 1, 2027, increase the share of students reporting a trusted adult at school.

at least

**+2**

**percentage points**

Fall to spring. Illustration only: 70% to 72%. Confirm the baseline and ambition locally.

| Proposed school action | Owner | Timing | Evidence |
|---|---|---|---|
| Map students without a trusted adult | Support team | Fall, monthly | Connection map |
| Offer a consistent adult check-in | Assigned adult | Weekly | Check-in log |
| Adjust routines with student input | Principal and team | 6–8 weeks | Student feedback |

**District support: protected staff time, training and survey/reporting capacity.**

# What would this look like in your school?

## Team discussion

**01** Which student group needs stronger connections?

**02** What routine could staff use each week?

**03** Who will own the action and review the evidence?

**Leave with one action, a named owner and a first review date.**



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# Case Study

Marsing School District

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MARSING JOINT SCHOOL DISTRICT #363

# The Marsing Story

## Connecting education, well-being, and community



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# Strategic Planning: The HUB

## Removing barriers to student success through integrated supports




## A community resource center at Marsing School District

- School-based health care
- Preschool & early learning
- Food & clothing pantry
- Adult learning
- Family support
- Community meeting space

## $7.2 MILLION

Grants, partnerships, donations, and volunteer hours

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# Marsing's Upstream Prevention Journey

## Building the best possible community for youth | 2022–2026

**2022**

### Initiative begins

School leadership and Communities for Youth launch the partnership.

**APRIL 2022**

### First survey & data walk

66% report moderate-to-severe depressive symptoms.

**2022**

### School nurse hired

Health and mental-health skills brought into classrooms.

**2023**

### Kindness & listening

Community kindness campaign; second survey and data walk in May.

**2024**

### Connection & activity

School, family, and community partners prioritize youth connection.

**MAY 2024**

### Third survey & data walk

Review student needs and guide next steps.

**2024**

### Places & partnerships

Sports court groundbreaking; expanded community coalition.

**JANUARY 2025**

### Progress reported

Depressive symptoms down from 66% to 24%.

**FALL 2025**

### Fifth survey

22.7% report moderate-to-severe depressive symptoms.

**2026**

### Connection in action

Husky Health & Wellness Loop; family engagement and advisory-led planning.

**OCTOBER 2026**

### Sixth survey completed

Middle and high school students surveyed; results pending.

**NOVEMBER 2026**

### Data Walks

**SCHEDULED:**

November 12: Community
November 13: Staff

Review findings and shape next steps.

**Initiative funders:** Blue Cross of Idaho Foundation for Health • Southwest District Health • St. Luke's Health System

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OUR FIRST FINDING | 2022 STUDENT SURVEY

# We thought our issue was vaping.

**66.1%** of surveyed students reported **moderate-to-severe depressive symptoms.**

## Nearly 2 out of every 3 students.

**33.9%** reported mild to no depressive symptoms.

## The data changed our focus:
## student well-being and upstream prevention.

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2022 STUDENT SURVEY

# The finding reached across grades and genders.

## Students reporting depressive symptoms, by grade and gender.

| Grade | Girls | Boys |
|---|---|---|
| 6th | 55% | 49% |
| 7th | 71% | 63% |
| 8th | 79% | 56% |
| 9th | 75% | 59% |
| 10th | 68% | 71% |
| 11th | 82% | 72% |
| 12th | 72% | 72% |

**This was a concern across our middle and high schools.**

Girls: **55%–82%** • Boys: **49%–72%**

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FROM SURVEY FINDINGS TO COMMUNITY ACTION

MARSING HUSKIES

# Our first response: kindness and connection.

## Bringing students, families, and neighbors together.

**OUR FIRST KINDNESS CAMPAIGN | 2023**



### Kindness Kick-Off

Free family dinner, local speakers, and activities.



### Cookies & Kindness

Connecting with families during parent conferences.



### Family Activity Night

Shared activities and time together.



### Cinco de Mayo Celebration

A community gathering to build connection.

**Our goal: strengthen belonging, caring relationships, and community connection.**

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# Our community showed up.

## Families, staff, and community members came together to support our students.









**Shared experiences. Stronger connections. Community support.**

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AFTER OUR FIRST YEAR

# From community support to shared leadership.

## We established the Marsing Project Advisory Committee.



### STUDENT VOICE

**6 student representatives**

3 high school representatives

3 middle school representatives



### FAMILIES & COMMUNITY

Parent representative

Community member / business owner

Faith leader

City of Marsing



### SCHOOL TEAM

School nurse practitioner

21st Century / MS Community School Coordinator

District Community School Coordinator

HS & MS PE/Health representatives

Migrant liaison

Transportation / youth coach

School resource officer

Elementary, MS & HS counselors

Elementary, MS & HS principals

Federal Programs

Superintendent



### COMMUNITY PARTNERS

U of I Extension / Owyhee Health Coalition

Southwest District Health / Owyhee Health Coalition

Communities for Youth

Southwest District Health / Project Oversight

**Students, families, schools, and partners helping guide our next steps.**

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TURNING STUDENT VOICE INTO ACTION

# Our data guides our priorities.

## Marsing Project Advisory Committee



### Reduce stress

Prioritize student well-being and supportive environments.



### Strengthen connection

Reduce social isolation through belonging, trusted relationships, and family engagement.



### Increase physical activity

Create more opportuniities for movement, play, and time together.

**Less stress. More connection. More opportunities to be active.**

Shared priorities help us choose activities, align partners, and plan next steps.

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A STAFF PROFESSIONAL DEVELOPMENT EXAMPLE

# Making student connections intentional.

## Identifying each student's connection to school and a trusted adult.







## Staff examined

- Who feels connected to school?
- Which students have a trusted adult?
- Where do we need to strengthen connections?

**Our goal: every student feels known, connected, and supported.**

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# Marsing in Action: Progress Over Time

## Students reporting moderate-to-severe depressive symptoms

| APRIL 2022 | MAY 2023 | JANUARY 2024 | OCTOBER 2024 | OCTOBER 2025 |
|---|---|---|---|---|
| 66% | 30% | 26% | 24% | 22.7% |

**66% → 22.7%**

**A sustained decline in reported symptoms.**

2026 survey completed; results pending.





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DATA-INFORMED UPSTREAM PREVENTION

MARSING HUSKIES

# Partnerships turn priorities into opportunities.

## Working together to support students and the whole community.

### Student data

Identifies needs and guides our focus

### Shared priorities

Social connection and physical activity

### Partnerships & grants

Bring resources and people together

### Community opportunities

Create places to move, connect, and belong



**A shared investment in student and community well-being.**

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# What partnerships make possible.

## Shared resources create places for students and the community to move and connect.



### Community fitness court

Exercise and social connection



### Disc golf

Recreation and time together



### Horseshoe pits

A place to gather and play



### Outdoor PE classroom

Our newly completed track

**PARTNERSHIPS + GRANTS + SHARED PURPOSE**

**Partner support helps turn our upstream prevention priorities into opportunities.**

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# Partnerships serve every generation.

## Shared spaces and partner support help people stay active and connected.



### Students

Outdoor PE classroom, community fitness court, and recreation spaces.



### Families & community

Disc golf, horseshoe pits, and opportunities to be active together.




### Senior citizens

Fit and Fall Prevention classes in our old gym.

**More movement. Stronger connections. A greater sense of belonging.**

Partners contribute resources, expertise, time, and shared commitment.

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# Brainstorming Scenario

Case Study #2

Mock Building Level-Student Response Data

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# Key Data Points **Bright Spots:**

- 72% of students participated
- 51% of students feel mentally healthy 5-7 days per week
- 74% of students spend more than 1 hour per day being physically active
- High rates of parental monitoring
- Low electronic bullying rates
- High participation rates in extracurricular activities
- 91% of students reported high comfortability with differences
- Nearly 2⁄3 of students reported feeling highly self-aware
- 2⁄3 of students reported feeling a high sense of empathy for others

# Key Data Points Potential Areas of Opportunity:

- 20% of students would not seek help from anyone if they were having a
- personal or emotional problem
- 51% of students are uncomfortable talking about personal topics with a
- mental health provider
- 6% of students get less than 9 hours of sleep each night
- 44% of students reported being able to talk about their problems with their
- family
- 25% of students believe the students at the school are nice to each other
- Lower reports of school connectedness than the district
- 50% of students reported that “looking good” is important to gain respect from their peers
- 53% of students spend more than 1 hour on social media each day

# Discussion

- What are some potential ways that a school-level team could respond to this data?
- Which areas would your team prioritize as the most critical areas to respond to?
- How would you involve the broader community in the response system?



# Asynchronous Challenge

- Discuss how a student-centered upstream prevention model could fit into your district's strategic planning or your school's continuous improvement planning.

- Identify the steps necessary such as including a survey permission slip in their registration packet, selecting a survey that they will give and customizing the content for their local community, and establishing a team who will lead the charge on survey administration and unpacking the data with students, staff, and broader community.

- Backward plan a timeline for implementation and think about potential barriers that will require strategic action such as parent-opt in.

