

2021-22 Student Investment Account Annual Report (Draft)

Required Question	Responses
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? <i>(500 words or less)</i></p>	<p>One of the most significant changes that we have seen over this past year is our ability to truly support students and families. We had already added a family support advocate in year 1, but this year we created and staffed a Family Resource Center. Together, with our additional in-building counselor, we now have a robust set of supports for mental health, parenting, finances, housing, and nutrition just to name a few. Since one of our goals was to create a culture that supports emotional and physical well-being for all students and families, this has definitely been a highlight of this past year.</p> <p>In 2020-2021 we added two desperately needed math coaches to support our three elementary schools. This past year we added the second key component – math intervention support staff to truly work with individual learners in a multi-level system of support. While it is still early, we are already seeing above average growth across all three elementary schools. This system, in conjunction with our new elementary math curriculum is helping us meet one of our primary academic goals of improving both teaching and learning in mathematics.</p>
<p>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? <i>(500 words or less)</i></p>	<p>One of the biggest barriers continues to be finding adequate staffing. Whether it was our Director of Equity, or building level instructional assistants, we continue to have challenges filling critical positions. In some cases, we are able to contract out for some of the services. However, too often we are left with unfilled positions in critical areas. Thankfully we have been able to reallocate SIA resources to still get our same goals and strategies fulfilled. Long term, though, we need support in recruiting and retaining staff.</p>

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<p>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 Levels of Community Engagement spectrum as you complete your response. <i>(500 words or less)</i></p>	<p>One of the best aspects of our SIA planning has been our efforts to maintain and strengthen relationships with all of our school and community partners. We have always had solid (and perhaps more informal) relationships with students, families and the community. But it has served us well to intentionally reach out and maintain relationships with our underserved populations. Some of these include underrepresented student/family groups, families of poverty, and our homeless populations just to name a few. We are currently and continue to address each need with an equity focus which simply was not as systematic prior to SIA.</p> <p>One area that we need to continue to work on is developing stronger community partnerships. Clearly, our rural area makes this a significant challenge, but one we are willing to tackle more directly going forward. Examples of these efforts include early childhood partners, local businesses and non-profits, and our faith-based organizations.</p>
<p>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? <i>(500 words or less)</i></p>	<p>What stands out the most is that the source of our priorities, namely empirical data and partner input/surveys, has proven to be very accurate. In prior years we made many assumptions (many were accurate), but we did not take the appropriate time to do two things: examine the data closely and survey a wide cross section of our stakeholders. By doing this the last few years, we have strong evidence that our priorities of social-emotional support, math intervention, equity, and safety and security were indeed the long-term needs of our school and community.</p> <p>Based on these findings, we have no other moral choice but to continue to examine that data carefully and include input from every potential stakeholder. Not only has this proven extremely valuable, but it has given us a clear vision of where we should be headed as a school district.</p>

