

St Paul SD 45 - Annual Reporting

Questions	2021-22 Annual Reporting Response
<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?</p>	<p>The College and Career Readiness Coordinator we hired has done an excellent job creating awareness for the Willamette Career Academy program among students and this year we have seven students attending. In addition to that, she meets with students weekly to develop post-high school college and career plans, arranges student trips to CTE fairs, hosts FAFSA nights, and coordinates college visits. Our guidance counselor continues to teach social emotional learning classes K-6 and is meeting regularly with secondary students. The district purchased an SEL curriculum designed for use in grades seven through 12 that will be implemented in the spring of 2023. Teachers are receiving professional development in the area of SIOP and the new SEL curriculum. Lastly, we continue to make upgrades to our security and alarm systems. These efforts directly support our two outcomes for the SIA plan, which are to meet students' physical safety and mental and behavioral health needs and expand availability and student participation in well-rounded learning opportunities.</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?</p>	<p>Any barriers or challenges we have faced have been related to the shortage of qualified teacher applicants, as well as a shortage of skilled labor and supplies which have contributed to delays in implementation. We did not need to make any adjustments to our plan.</p>
<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 https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.</p>	<p>Students were given a survey at the end of the 21-22 school year and will be given the same survey at the end of the 22-23 school year to compare. Questions on the survey cover mental and emotional health, safety issues, and academics. Student leaders attend school board meetings to update the board and the community on activities. The MS/HS principal also meets regularly with student leaders to discuss opportunities for improvement. The mental health counselor and college and career readiness coordinator are in regular contact with families in regards to their respective activities. The elementary PTC has begun meeting regularly again at a time that is more inclusive for all families wanting to be involved. The elementary school sends out weekly newsletters and the MS/HS principal sends a monthly newsletter to families. The district is also holding monthly Hispanic Parent Meetings to connect those parents more solidly to the school community.</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?</p>	<p>The hiring of staff members to support students' mental health, college and career goals, and to provide additional electives has stood out as having a significant impact on student achievement and engagement. These staff have made it possible for us to offer a wider variety of classes and allow students to explore more diverse options beyond high school. Additionally, increasing engagement with students and the community has led to a greater sense of cooperation among all stakeholders.</p>