

Spray SD 1 - Annual Reporting

Questions

- 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?
- 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?
- 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](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.
- 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?

2021-22 Annual Reporting Response

Students have increased access to working, connected computers. Students were able to access online courses to connect with subjects not offered in in-person learning. These included high interest high school courses as well as courses granting college credit. Instructional support in reading and math in the elementary grades has increased by approximately 50%. Star assessments show significant growth in both reading and math and progress in accelerating unfinished learning. Our welding program continues to offer classes and our teacher is progressing through the requirements to be highly qualified in pursuit of an approved CTE program. We continue to offer a course in Video Editing and Photography which has been approved as state qualified CTE program. Interest in this course remains high and it is a favorite among students.

We had a significant change in direction for strategies and activities based on our latest family/community engagement efforts. This was due in large part to a more inclusive, collaboration focused method of taking input from our families and community. As a result, one thing we will be doing is moving from building a greenhouse and classes to use it to building a culinary program. The greenhouse may be revived in the future (perhaps on a smaller scale), but the priority going forward is to develop the culinary program. Another area of interest elevated by our engagement efforts was a desire for increased learning opportunities outside of school; this included not only field trips, but also exposure to college opportunities and visitations.

Our initial community engagement attempts were largely surveys and informal conversations with families and community members. While those still play a role in our engagement strategies, we've also brought families and community members together twice (once in the spring and once this fall) for events that were collaborative in nature where attendees had an open forum to share their ideas on programs, practices, and policies that would positively impact their students. Also a significant barrier was our ability to obtain equipment and/or services to execute some of our plans. We were challenged by purveyors being able to complete work on time and make deliveries before deadlines. This is a circumstance that we expect to continue to meet in the future. As a result, we are going to implement a tiered planning approach to activities and have back-up activities ready that fit our strategies and are ready to go.

Our families and community have an increased understanding about the SIA/HSS/EDM funding, how it works, and the potential impact it could have on students. Going forward, family/community engagement efforts continue to move from being an event to a process where potential strategies and activities come are identified, tried, refined and either continue to be developed or moved aside to try new activities. The addition of the needs assessment team this year to evaluate the engagement data will serve to strengthen the process and focus funding on activities that will have the greatest potential for impact. We are also elevating student voice in the engagement process while continuing to involve families and the community.