Mapleton School District

Reduce academic disparities for students of color, students with disabilities, students learning English, and students navigating poverty, homelessness, and foster care   1 , 2, 4

Meet students' mental and behavioral health needs   1, 2, 4

Provide equitable access to academic courses   1, 3

Allow teachers sufficient time to collaborate, review data, and support students   4

Establish and strengthen partnerships   1, 2, 4

Strategy 1: Provide educationally enriching Friday school programming

-Provide transportation or organize carpool

-Provide snacks/food

-Offer art, music, CTE opportunities led by community volunteers

-Older students teach and tutor younger students, provide elementary opportunities

-Pay teachers for their time and energy

-Include counseling and access to basic services like laundry

Strategy 2: Create a safe, respectful, and just culture for all students and adults that supports the social, emotional, wellbeing of students and adults that is critical to academic and professional success.

-Provide support attendance and to connect students to basic resources

-Increased counseling, focus on the littles, transitions, and support parents

-Organize carpool to support attendance

-Address bullying, rumors, and drama through conflict resolution

-More positivity, including recognition of effort, achievement, being nice

-Restorative justice program

Strategy 3: Invest in facilities upgrades to provide safe space for CTE program expansion (Early Education, Woods/Metals, Art & Design).

-Support students to develop postsecondary goals, provide career development classes and job fairs

-Upgrade facilities to house CTE programs, make sure buildings are up to code

-Provide postsecondary opportunities that inspire students for future and show value of education

-Increase class choices, including trade programs and certifications: SHOP, welding, music, art, entrepreneurship

-Connect students to community projects, house fix up, internships

-Learn to write business plans

Strategy 4: Increase capacity to provide curriculum embedded intervention and enrichment opportunities.

-Increase educational assistants, supports for students

-Teachers show more effort, care, consistency

-Professional development on engaging, culturally responsive, trauma informed instruction

-Make block periods more engaging, or shorten core class periods

-Provide alternative or online school opportunities

-Build out systems of academic, attendance, and emotional support

-Align expectations across teachers and transitions, have high expectations for every student

-Teacher stipend opportunities to increase retention

-Provide multiple ways to show, teach content, have regular feedback and intervention/extension

-Connect core content to real life learning

Mapleton School District

IF we provide educationally enriching afterschool programming

THEN:

AND students (all, specific focus on focal groups) will:

1. *Increase ELA proficiency*
2. *Increase math proficiency*
3. *Attend school regularly*
4. *Be on track towards graduation at 9th grade*
5. *Graduate in 4 years (Improve 5 Year Grade Rate)*
6. *Increase mental, social, emotional wellbeing*

Mapleton School District

IF

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Over the past six (6) years, an average of **25% of Mapleton students were chronically absent.**

Among the last six (6) graduating classes, an average of **20% of Mapleton students did not graduate on time**.

Among the last six (6) 3rd grade cohorts, an average of **27% of Mapleton students demonstrated proficiency on 3rd grade ELA state testing benchmarks.**
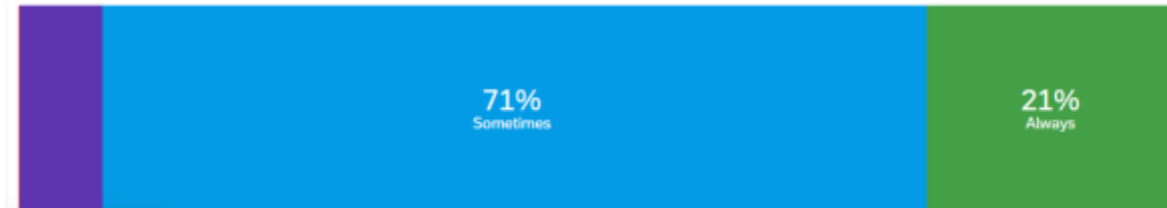
Here is some data from our most recent survey:

The school is meeting my academic needs.

Elementary Students

| 44% Sometimes | 56% Always |

MS/HS Students

| | 71% Sometimes | 21% Always |

Mapleton School District

I have access to intervention and enrichment services

Elementary Students

44% Never	17% Almost Never	28% Sometimes	11% Always

MS/HS Students

	14% Almost Never	48% Sometimes	30% Always

Staff at this school are meeting my behavioral and social/emotional needs:

Elementary Students

	39% Sometimes	56% Always

MS/HS Students

	14% Almost Never	50% Sometimes	30% Always

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I feel safe and welcome at this school.

Elementary Students

28% Sometimes	72% Always

MS/HS Students

	14% Almost Never	32% Sometimes	46% Always

Mapleton School District
Equity Decision Tool

Equity Principles	Addressed in the SIA Plan
1. Identifying stakeholders ● Which communities, demographic categories and protected classes may be most affected by and concerned with the goals and strategies addressed in your plan?	
2. Engaging stakeholders ● How have all stakeholders - especially those identified in question 1 - been informed, meaningfully involved and authentically represented in the development of this plan? ● Who is missing and how can they be effectively engaged?	

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3. Identifying and documenting inequities ● How does the current quantitative and qualitative evidence reveal disparities in experiences and outcomes related to this plan? ● How are the students and their families in communities, demographic categories and protected classes advantaged and disadvantaged differently by the disparities this plan seeks to address? ● What evidence is missing or needed and how do you obtain it?	
4. Examining the Causes ● What factors may be producing and perpetuating inequities and disparities in your students' academic achievement and mental and behavioral health? ● How did the inequities arise? Are they expanding or narrowing? ● Does the plan address root causes? If not, how could it?	
5. Clarifying the purpose ● What does the plan seek to accomplish? ● How will it reduce disparities or discrimination? ● How will it advance equity and inclusion?	

6. Considering adverse impacts ● What adverse impacts or unintended consequences could result from this plan? ● Are there ways to reduce the opportunity for unintended consequences that arise from *individual unconscious bias*? ● Which communities*, demographic categories* and protected classes* could be negatively affected? ● How could adverse impacts be prevented or minimized?	Staff burnout – too many initiatives, some taking on more than we should and/or being spread too thin – how can we recruit outside help? Great potential to hire/support local community members Students who work on Friday, how can they get the supports we are adding? Community volunteers: background check requirement can be limiting - can we partner with a certified staff member Student: teacher ratios on Fridays: how do we mitigate imbalance Older students who provide childcare for siblings, elementary school programming – could child development courses be enrichment and certification? – nanny training? Potential of focusing so much on intervention/services that we lose focus on enrichment: every student has intervention/enrichment opportunity rather than tracking into one or the other Marketing and communication of opportunities to students AND FAMILIES, a chance to try something new Get workshops up and going to get interest before the programs go live…trade sampler/exploratory opportunities. More elementary and special education supports are a priority, 8th to 9th transitions too? Leverage Friday School momentum to move rest of the initiatives Systematic social emotional supports, teacher led with supports will make a big difference in supporting students

	CTE priority for many community members, facility upgrades signal we listened. Make a clear connection about Early Ed and safety
	Do facility upgrades provide learning opportunity for students?
7. Advancing equitable impacts ● What positive impacts on equality and inclusion, if any, could result from this plan? ● Which communities*, demographic categories* and protected classes* could benefit? ● Are there further ways to maximize equitable opportunities and impacts?	Achievement gap closes Uptick in positive school climate Provides equitable access to Friday School enrichment and intervention activities, early education Support parents navigating poverty, impact overall community mental health by providing basic needs and a positive school experience, relieves stress for families and students. Opportunity to create scholarships for our students who are entering trades, technical education pathways How does this plan influence/change the educational system our district – connecting courses, career/college, etc.

8. **Ensuring viability and sustainability** • How will the impact of this proposal be evidenced in current data collection and public reporting? • Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?	Communication and coordination: Newsletters very discretely connect this activity because you asked for it. Our voice matters! Americorps options to support communication and coordination: lowers cost and provides diversity of person and experience/perspective: model of community service Evidence: Correlation between strategies and academic performance Quarterly ODE calls
9. **Identifying success indicators** • What are the success indicators and progress benchmarks? • How will impacts be documented and evaluated? • How will the level, diversity and quality of ongoing stakeholder engagement be assessed?	Youth/adult community forum, ongoing assessment, checkin Sforza: showcasing enrichment and learning, how will Sforza be different based on this plan How will we evaluate the success of Friday school? Group and individual student data: we are small enough to know how we are meeting the individual interests and needs of students

How can this team serve to amplify, evaluate, communicate the initiatives of the SIA plan?

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