



MAPLETON SCHOOL DISTRICT

The Mapleton School District provides a supportive and safe learning environment where all students are encouraged and empowered to reach their educational and personal potential.

Student Investment Account 21-22 Annual Report



Student Success Act | SB 3427

\$2 Billion to the State School Fund

20%

Early Learning Account

50%

Student Investment Account

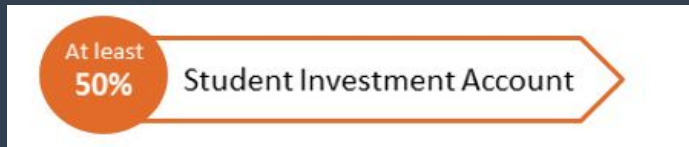
30%

Statewide Education Initiatives Account

STUDENT INVESTMENT ACCOUNT



Goal 1—Meet students’ mental health/behavior needs.



Goal 2—Increase academic achievement, including reducing academic disparities for:

Students of color

Students with disabilities

Students navigating poverty, homelessness, and foster care

Students who are emerging bilinguals





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Outcome	Through professional development and collaboration, district curriculum is aligned horizontally and vertically and teachers are supported to provide differentiated instruction within engaging, relevant learning experiences.
Outcome	Mapleton School District develops and communicates a graduate profile and multiple enrichment and intervention opportunities that support students to reach individualized goals.
Outcome	All staff implement schoolwide and classroom age-appropriate, trauma-informed, restorative practices, including connecting students and families to services to meet basic needs.
Outcome	Enrichment programming can be linked with positive changes in academic success, social emotional well being, community engagement, and overall school and community climate.
Outcome	Career-connected learning opportunities empower students to engage in Mapleton community revitalization efforts.



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Strategy #1	Provide educationally enriching Friday school programming
Strategy #2	Create a safe, respectful, and restorative culture for all students and adults that supports the social emotional wellbeing of students and adults that is critical for academic and professional success.
Strategy #3	Invest in facilities upgrades to provide safe space for CTE program expansion (Woods/Metal, Art & Design, Early Education)
Strategy #4	Increase capacity to provide curriculum embedded intervention and enrichment opportunities.

SIA implementation efforts during the 2021-22 school year, Positive impacts, and Progress

Throughout the year, our students utilized Friday School to access increased academic support, plus social connection and wrap around supports (Food, clothing, etc). Transportation and food allow us to encourage higher attendance, similarly, we added time for recreation in the gym to encourage health/wellness and time for relationship building. We have a number of student athletes who attend Friday School regularly so they can limit transportation needs to and from school on non-school days. Using SIA and ESSER funding, we increased our staffing to provide supports for our students with disabilities and those with higher academic needs. At the high school, we opened a support lab where any student can go to get focused 1:1 and small group support throughout the day. At the elementary, we increased the number of small learning groups provided throughout the day. Professional learning was provided in partnership with Lane ESD throughout the year. Elementary teachers focused on Community Circles and later had time to engage in a literacy adoption process and Secondary teachers looked at systemic ways to Build a Culture of Belonging.

Barriers, impediments, or challenges faced

Our biggest barrier was the inability to hire a licensed School Counselor. We had the position posted for almost a year, with no qualified candidates. At the end of the year, the decision was made to shift this money to hire an elementary social-emotional learning teacher, who also teaches 3rd grade literacy. We do have mental health specialists available to student through a partnership with Peace Health. That said, state leaders should be aware that the limited programs for school counselors are limiting district hiring and thus our capacity (especially in small, rural districts) to offer a comprehensive school based counseling model, as outlined by the state. Beyond counseling, the pandemic and related vaccine requirements forced us to operate understaffed, losing critical staff at the secondary level. This year took was hard for many of our staff and students and they demonstrated flexibility and resilience in working through the associated challenges each and every day.

Successes and challenges in maintaining community engagement

Friday school planning was a key point of community connection and planning. Due to COVID protocols, we were unable to host many of the annual events that bring our community together. Towards the end of the year, we were able to stipend increased communications to share information out to the community. Our Board does a great job of staying connected and sharing information through their networks. Overall, we operated this year at an Inform level, as our capacity for operating the day to day of the school year was limited as we faced staffing shortages. The strength of our engagement was partnership with Lane ESD; their Specialists supported our staff through both professional learning and curricular support, additionally in a time of medical leave and then community tragedy, they were able to step in and provide leadership and support in responsive ways.

Prioritization efforts in the first year of SIA implementation

Our efforts were guided by the immediate needs of our students, especially those most impacted by COVID and the return to in-person learning. Friday school was the best mechanism for providing increased supports to students in a systematic way. Additionally, increased EA staffing helped us ensure additional supports while many of our teachers were forced to teach outside of their certification. There was more money than anticipated - so braiding and blending funds to utilize ESSER and summer school monies was key. Decisions were responsive to the moment, we look forward to taking a more long term and integrated planning approach with the shifts to SIA planning in the coming year.

Progress Markers and Goal Setting *for future reference*

SIA Progress Markers offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing.

Currently, reporting on these indicators is optional and we are not using for formal reporting.



Public Input & Discussion

Annual Report posted on website

Questions, comments, concerns?