

Mapleton SIA 21-22 Annual Report

11.16.22 School Board Meeting w/ Public Comment Opportunity

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?

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.

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?

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.

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.

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.

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?

Our efforts were guided by the immediate needs of our students. 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.