



# 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 22-23 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**







# 22-23 Annual Report

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.



# 22-23 Annual Report

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 2022-23 school year, Positive impacts, and Progress

Our students continue to utilize Friday School to access increased academic support, plus social connection, recreation time, and wrap around supports (Food, clothing, etc). Transportation and food allow us to encourage higher attendance. This year, we added clubs into our weekly schedule and D&D regularly meets on Fridays which encourages increased connection and academic success. We were able to provide a full rotation of specials including Art, Social Emotional Learning, and Library for all K-6 students. Funding continues to provide increased capacity for supporting students with disabilities and those with increased behavioral and social needs. This promotes safety within an inclusive model and provides another adult in the classroom to support all student learning throughout the day. Professional learning was provided in partnership with Lane ESD throughout the year including full PD days with secondary students alongside staff learning about brain science, interoception, and coping strategies, while building healthy connections between peers and with staff.

# Barriers, impediments, or challenges faced

Attendance was our biggest barrier at the beginning of the year and we put a lot of work to communicate that everyday matters. Bouts of weather, water issues, and illness impacted our efforts - but our staff and students persevered even when they had to go to the bathroom in portapotties! Mental health resources continue to be very limited; however we have built our partnership with Mobile Crisis Response which has proved invaluable. While we work to build partnerships and opportunities on our own campus, capital funding to renovate the spaces not completed during the bond are a barrier to expanding services.

# Successes and challenges in maintaining community engagement

We had success engaging our secondary students in ongoing continuous improvement conversations. This included formal partnership with 15th Night to conduct a needs assessment that has guided our actions and partnership with Lane ESD to lead professional learning with our students too - where their experiences guided changes to our schedule and school spaces. We have grown our partnerships with Siuslaw Watershed Council, Siuslaw Vision, and the Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians - and organizations in Eugene, which has led to grants including Preschool Promise, GEAR UP, United Way Community Transformation, and OHA Youth Advisory Council. We had success building relationships with many individual families, but are growing in our capacity to host engagement opportunities where families and community members authentically inform processes. Limitations include capacity and time, as well as weather that impacted Portrait of a Graduate planned sessions.



## STANCE TOWARDS COMMUNITY

**IGNORE** | **INFORM** | **CONSULT** | **INVOLVE** | **COLLABORATE** | **DEFER**

### INTENTION

Protecting School/  
District Interests

*Unintended Impact to Consider: Marginalizing Communities*

Keeping Communities Updated

*Unintended Impact to Consider: Placating & Underestimating Community Wisdom*

Receiving Community Input

*Unintended Impact to Consider: Tokenizing & Gatekeeping Community Engagement*

Meaningfully Engaging Community Voice

*Unintended Impact to Consider: Community Voice is Not Heard*

Collaborating and Sharing Power with Communities

*Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust*

Communities Drive and Own the Work

*Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored*

### COMMUNITY ENGAGEMENT GOALS

Deny access to decision-making processes

Provide students, families & community with relevant information for them to support district/school goals

Gather input from students, families & community without including them in decision-making

Ensure students, families & community needs and assets are integrated into district process & planning

Ensure student, family & community capacity play a leadership role in implementation of decisions

Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities

# Prioritization efforts and learning forward

In this year, our prioritization was on the direct needs of our students, especially those navigating poverty and homelessness. With new leadership, we were able to use the funded positions to meet the academic and behavioral needs of our students and to revise and adjust as we tried new approaches and implemented new systems. Our capacity to connect the content of our specials rotations with the content of core classes has increased, our ability to support students with high behavioral needs within the classroom, and our ability to engage students and their families during and beyond the school day all increased due to this funding. Our goals next year are focused on Attendance, Connection, and Literacy through student-centered learning opportunities.

# 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?