

**2022-23 Student Investment Account Annual Report Template**

Required Question	Responses
<p><b>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? (500 words or less)</b></p>	<p><b>Outcome #1: Increase Academic Achievement and Reduce Disparities</b></p> <p>One of the most significant achievements in our SIA is the successful implementation of the Multi-Tiered System of Supports (MTSS). This initiative has been instrumental in addressing academic disparities among our student population. Through MTSS, we are ensuring that every student, regardless of their background, receives the support they need to excel academically, behaviorally, and in terms of their mental health.</p> <p>We've allocated a substantial portion of our SIA funds to hire dedicated staff to directly support and facilitate the MTSS process. Furthermore, we created the position of Dean of Student Success in each school building to champion MTSS and equity, ensuring that every student's individual needs are addressed and that no one is left behind.</p> <p>We have also increased staffing to support early literacy. Our schools have refined master schedules to prioritize and maximize the use of staff to support more students.</p> <p><b>Outcome #2: Meet Students' Mental or Behavioral Health Needs</b></p> <p>Our commitment to equity extends to the mental and behavioral health of our students. We've added two mental health therapists and a behavioral specialist, significantly enhancing our ability to address the mental and behavioral health needs of our students. Additionally, we've formed valuable partnerships with community organizations to increase our capacity to provide mental health support, ensuring that all students, regardless of their circumstances, receive the care they require.</p>

### **Outcome #3: Ongoing Community Engagement**

Our biggest success in engaging with students and families who need extra support has been our Welcome Center. Families in poverty, experiencing homelessness, or who speak languages other than English access our Welcome Center staff to work through barriers that impact education.

### **Support for English Language Learners (EL)**

In our pursuit of equity, we've recognized the importance of supporting our growing population of English Language learners (EL). To this end, we've hired bilingual staff members who provide crucial support for EL students in the areas of instruction, behavior, and family/community engagement, ensuring that language is not a barrier to their success.

### **Career and Technical Education (CTE)**

Equity also encompasses providing diverse pathways for our students. We've implemented a Career and Technical Education (CTE) teacher/program for middle-level students, offering them more choice and creating a pathway into our robust high school CTE programs. This opens doors for students to explore their interests and potential career opportunities.

# SIA Annual Report Template



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<p><b>2.</b> 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? <i>(500 words or less)</i></p>	<p>Staffing shortages continue to be a barrier that impacts our ability to consistently implement new systems. In addition, disruptive student behaviors and increased mental health needs impact every building. Hiring quality staff to work with our most challenging students is difficult at best. When we do find staff, we have training and coaching available for them through our behavior instructional coach. Finally, while we make valiant efforts, many families choose not to engage in their childrens' education.</p>
<p><b>3.</b> 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 <a href="#">Community Engagement Toolkit</a> and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. <i>(500 words or less)</i></p>	<p>Our Director of Communications has been instrumental in enhancing Level 1 Engagement, which involves keeping stakeholders well-informed. Feedback from both staff and families indicates their appreciation for the improved communication.</p> <p>Moreover, our engagement with community partners at Level 3 (Involvement) has been initiated through our Interconnected Systems Framework. This engagement is expected to progress towards deeper collaboration as these partnerships become more formalized.</p> <p>We continue to try to find ways to engage our most disenfranchised families. At times it feels like an uphill battle. We seek partnerships with our families and community in order to best meet the increasing needs of our students.</p>
<p><b>4.</b> 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? <i>(500 words or less)</i></p>	<p>By looking at our data, which includes feedback from families and students, it is clear to us we need to continue to prioritize equity, early literacy, mental and behavioral health, and support for EL students and families. We will improve our systems each year.</p>

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	<p>The transition back to in-person instruction held many challenges. If not for the staff we were fortunate to hire with our SIA funds, many student needs would have gone unmet.</p> <p>We will continue our focus in these areas moving forward. We are working to refine and improve our instructional strategies (K-3 literacy) through professional development and collaboration (PLCs). Support and training for staff in the area of student behavior is a high priority as well.</p>
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