

## 2022-23 Student Investment Account Annual Report Template

## Douglas County SD 4

Annual Report Questions	
Question	Context/Guidance
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)	During the 2022-23 school year, the district continued to have a strong focus on Social Emotional Learning for all students and staff. We completed our second year of implementation of the CASEL framework as our vision for SEL. In addition, SEL lessons continued to be provided to all students PK-12 weekly. The addition of SIA funded Skills Trainers in our school buildings is also a part of a comprehensive system to support social-emotional needs for students and adults. This led to a reduction of student discipline incidents and improved school culture which allowed teachers to focus on supporting reading and math skills in the classrooms.
2. 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? (500 words or less)	Supporting our staff to support students with challenging behaviors continues to be an area that provides us challenges. We added Skills Trainers in all of our buildings to provide additional support, but we have run into barriers around finding time to properly train the staff as well as provide training for all staff who interact with students. We currently have one hour a week built into our schedules for professional learning, but it is not enough. We are looking at ways we can change our professional learning plans and calendar in the future to provide more support.
3. SIA implementation includes ongoing engagement with all students, focal students <sup>1</sup> , 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. (500 words or less)	Our district continues to consult with students, focal students, families, staff, and community partners through input sessions, focus groups, empathy interviews and surveys. We involved parents in interactive workshops and collaboration with community organizations including Thrive Umpqua and the Roseburg Community Development Group. Monthly meetings are held with both groups. The district collaborated with The Ford Family Foundation to acquire resources and funding for community organizing through MOUs with community-based organizations.

<sup>1</sup> Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

<p>4. 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 implementation efforts? <i>(500 words or less)</i></p>	<p>We had many positive outcomes from our SIA work this year. All decisions as a district are based on our district Strategic Plan. All students will receive the care, support, and instruction needed to graduate from high school with plans for their most successful futures. The removal of the barrier of fees for students to participate in athletics, electives and after-school activities has increased student participation in all three areas. This participation has improved student belonging which in turn improves engagement and attendance. Prioritizing the social/emotional and behavior needs of our students stands out as an area of growth for us. It is important that our students feel safe and loved every day when they enter our school buildings. Happy and proud students and staff is the goal of our district. The creation of the STEAM team at the elementary level stands out as a success. The team rotates through our elementary schools and brings joy and excitement to the students. Students participate in hands on learning opportunities that foster an interest in science, art, math, and engineering. Based on our learning this year, our future SIA implementation efforts will focus on increasing attendance and graduation rates by continuing to focus on creating a sense of belonging for students. We will also continue to focus on a comprehensive system to support the social-emotional needs for students and adults, improving student growth in reading and math and the reduction of student discipline incidents.</p>
---	---