

>>> GRANT SCHOOL DISTRICT #3

IG ANNUAL REPORT

WHAT IS IG

State program that combines the Six Initiatives: Student Investment Account (SIA) - \$571,586.46, High School Success (HSS) - \$154,845.02, Early Literacy (EL) - \$61,481.10, Early Indicator and Intervention Systems (EIS) - \$1,995.25, Continuous School Improvement (CSI) - N/A, Career & Technical Education (CTE) - N/A , and Everyday Matters (EDM) - \$0.



GRANT #3 IG OUTCOMES/GOALS

Goal # 1 - Greater student mental well-being through increased access to timely and high-quality mental health support in schools (Strategic Goal #1,2)

Goal #2 - Reduce the disparities of achievement for our students served by IDEA & demonstrate proficiency in meeting state benchmarks for all students (SG #1,2)

Goal #3 - Create a well-rounded education for students (SG #1,2)

Goal #4 - A system and culture is established where the school is the nucleus of the community and fosters ongoing community engagement, and develops a strong positive culture with students (SG #3)



INTERVENTION SERVICES

>>>\$142,400.00

Intervention teacher and supplies in all schools



COUNSELING SERVICES

>>>\$220,800.00

School counselors for all schools to support students mental well-being



CURRICULUM, SUPPLIES, PD

>>>\$255,540.27

Supporting classes with new curriculum, technology upgrades and supplies to support students.



SAFE & INCLUSIVE SCHOOLS

>>>\$83,686.46

improvements that create a safer, more welcoming environment.

NARRATIVE QUESTIONS

#1 - REFLECT ON PLAN IMPLEMENTATION

One of our clearest areas of progress has been the continued growth of CTE and career-connected learning. Our Health Occupations, Agriculture, and Business programs have all applied for state pathway approval, expanding opportunities for students to earn industry certifications, participate in work-based learning, and develop skills connected to their future goals.

Our Health Occupations program is a strong example of this progress. The program has graduated seven certified CNAs, one EMT, and one phlebotomist. Students are participating in work-based learning in pharmacy, rehabilitation, radiology, nursing, medical assisting, laboratory services, assisted living, and other community settings. This year, we are projecting approximately 11 industry certifications, three college classes, and 12 work-based learning placements.

We have also expanded well-rounded learning opportunities during the school day. Students are gaining practical experience through the Prospector Spirit Shop, Digital Media and The Mining Report, coding, arts and crafts, music, and other hands-on experiences. Sophomore Careers and 8th Grade Success students are also using YouScience to identify aptitudes, interests, and potential career pathways.

Applied learning is occurring within core academics as well, including a multi-week forensic engineering project in Physical Science. Our music program has expanded through a community pep band and preparation for regional and state honor groups, and one student recently earned the American FFA Degree, the highest degree available to an FFA member.

Overall, we continue to make progress toward providing students with meaningful, well-rounded experiences that connect classroom learning with postsecondary education, careers, and the workforce.



#2 - CHALLENGES TO IMPLEMENTATION

One area where we continue to experience challenges is reducing disparities in achievement for students served by IDEA while ensuring all students have access to a well-rounded education.

We have made progress by adjusting our master schedule so students receiving specially designed instruction are no longer required to give up electives to receive those services. This has been an important improvement in providing equitable access to the full school experience.

Our continuing challenge is providing the intensity and individualization of academic intervention students need within the limitations of staffing, scheduling, and instructional time. Creating effective small-group interventions while maintaining access to grade-level instruction, electives, CTE, and other opportunities can be difficult.

We continue to strengthen our intervention systems and would benefit from additional support around effective intervention models, progress monitoring, scheduling, and maximizing limited staff resources. Our goal is to ensure students receive the academic support they need without limiting their access to the other opportunities that make up a well-rounded education.

