

# Student Investment Account Annual Report Questions Mapleton School District



## Annual Report Questions

District or Eligible Charter School	Mapleton School District
<p>1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p>	<p><b>Strategy 2: Creating 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:</b> While we certainly did not predict a pandemic, we were lucky our community prioritized spending on counseling and social-emotional learning supports. In response to the pandemic, our Counselor/Admin Team was able to work with our teachers and provide a number of communication avenues that allowed us to connect to every single student and to be highly responsive to identified needs. Our scheduling provided opportunity for weekly Social Emotional Learning lessons for all K-6 classes. Additionally, she offered drop-in connection time for our MS/HS students while meeting with individuals and groups in regularly scheduled counseling sessions. She also developed a relationship with the new Lane ESD SEL team and provided our building level staff professional development in SEL Supports, enabling staff to provide higher quality instruction and support every student, even during a pandemic. Through our SIA funding and partnership with Lane ESD, we were able to build from initial training in Trauma Informed and Restorative Practices to an ongoing district wide professional learning focus on Creating Communities of Belonging that is moving forward despite losing our counselor and not yet being able to hire a new one for the 21-22 school year. Our district has also created an Equity committee that met every two weeks and is working to conduct a needs assessment and craft an action plan. We are also working with Lane ESD on plans for a comprehensive needs assessment for the coming year in order to deepen the initial work of the committee.</p> <p><b>Strategy 4: Increase capacity to provide curriculum embedded intervention and enrichment opportunities.</b> In order increase our capacity to provide intervention during distance learning and the</p>

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	<p>return to in-person, we were able to use SIA funding to increase FTE of our Special Education specialist (expanding to K-12), while also decreasing the caseload for our elementary interventionist. This will continue into the coming biennium.</p> <p><b>Strategy 3: Invest in facilities upgrades to provide safe space for CTE program expansion.</b> We were able to upgrade the CTE/Arts building with plumbing, HVAC, and upgrading fixtures. The building is ready for use and now just awaiting a new teacher to build a Fine and/or Performing arts program. Through bridging of ESSER funds, we were also able to complete renovation of our Early Education flooring, thus expediting our timeline for implementing our Early Education CTE Pathway.</p>
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p>	<p>The year was hard for everyone in many ways; however, our staff was highly responsive and flexible and rose to each occasion. As we move through the coming year it will be important to remain attuned to the emotional well-being of staff and students as we are all very tired.</p> <p>Our biggest challenge is staffing. We have a vision for a robust counseling program and CTE Pathways; however, as a small district losing staff to larger districts, especially as their offerings are expanding, is part of our experience. This makes moving our vision to reality choppy; however, provides a great challenge to truly design our programs and pathways and professional learning experiences to not be person dependent. When we have amazing staff, which we do, we can and should build around them, but only in ways that will sustain beyond their time with Mapleton. Partnering with Lane ESD's School Improvement team has supported our capacity to move our strategies forward toward the outcomes most important to our community even while we wait to hire the next amazing counselor and arts teacher.</p>
<p>3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)</p>	<p>When thinking about SIA community engagement and the limitations presented by the pandemic, it can feel like we were limited in our engagement opportunities this past year, especially with regard to continuing our Youth and Community World Cafes from the initial SIA planning process. However, it is important for us to remember that this year of distance learning and return to in-person was all about care and connection and ensuring we knew how our students and families were doing and how we could respond</p>

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	to best meet their needs. This is authentic community engagement. We were able to increase systems of communication, an area of need expressed in our 2019 SIA Community Engagement, that will continue as we return to some normalcy.
4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)	<p>While we had less money than originally planned for, we were able to move forward on three of our four strategies. Friday school was not an option during distance learning, so money allocated towards this specific program was an easy cut. We prioritized our CTE/Arts renovation in order to increase opportunities for Arts electives and programming and to meet one aim of SIA legislation, a focus on well-rounded education. Our SIA plan allowed for easier decision making with increased funding through ESSER dollars.</p> <p>We continue to work on ways to utilize our equity lens in our decision making and resource allocation. We recognize opportunity for centering data within our equity and improvement efforts and this will be a next focus as we move this work forward.</p>

5. *(For future reporting: Provided for the Board as an introduction to future conversations about Progress Markers and Goal Setting)* [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing.

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Expect to See</i>					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					

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Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.					
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.					

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Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Like to See</i>					
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

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Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Love to See</i>					
Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.					
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.					
Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.					