

Glendale SD 77 - Annual Reporting



Questions	2021-22 Annual Reporting Response
<p>1 What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?</p>	<p>We have seen many positive changes since hiring a school counselor. We are doing a much better job of meeting our students' social and emotional needs as we work individually with students to make sure they stay on-track to graduate. At the elementary level, we were able to hire a Title I teacher. This staff member has been able to work with teachers and instructional assistants (IAs) on formal and informal assessments. In addition, she has been able to introduce intervention groups for struggling learners. We have seen constant growth because of this targeted work in the classrooms and in our work with interventions. Lastly, we were able to hire additional IAs to help teach interventions, and work with struggling learners. These additions have helped us see higher test scores on formal and informal assessments.</p>
<p>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?</p>	<p>One of the biggest barriers is finances. While the SIA grant has allowed us to hire some positions, we would not have been able to do without this grant, there is still much more work to do to get EVERY student on-track to graduate. Being able to hire additional staff would allow us to provide smaller reading and math instructional groups, as well as smaller intervention groups. One adjustment we made during the year was moving our counselor to the secondary level three of the four days we had school. We found the needs were much higher in grades 7-12 than they were at the elementary level. This change had many positive results.</p>
<p>3 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 Community Engagement Toolkit https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.</p>	<p>As we address the ongoing support and engagement with students, staff, families and the community, we are happy that we appear to be on the downside of Covid infections. Covid threw a wrench into much of our engagement with families when it came to getting them in our schools and actively involved in their child's education. Not only do we have more parent support, but intentional work in this area by the staff and administration has let parents know just what an important role they play in their child's education, and that we not only want their involvement, but we also NEED their involvement. We are partners with one goal, getting and keeping their children on track for graduation, and preparing them for the future. Staff and administration continue to look for ways to engage all parents in their child's education.</p>
<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 SIA implementation efforts?</p>	<p>We have tried to hire a school counselor and a Title I teacher for the past three years. This was the first year we have actually been able to find a person for each of those positions and hire them. It has made an incredible difference for staff and administration, as it allows them to focus on other things. There were some bumps in the road as we tried to fill our K-12 social and emotional needs with one person. We soon discovered that we needed to prioritize our needs and put the counselor where they were most needed. This change also gives us a more clearly defined direction for the 2022-23 school year. Getting past Covid has been huge. We will head into this next year with more confidence in meeting students' social and emotional needs, as well as our work with intervention groups.</p>