



Student Investment Account Annual Report 2022-2023

Progress in 2022-2023

Over the past two years, our Student Investment plan has predominantly remained the same, which has allowed the district to focus on making changes with staying power in the following areas:

- English Language Learner Support
- Literacy Coaches
- Equity Training for Administrators/Teachers
- Continued support on early learning and family support
- Community Care Specialists in every building
- Social Emotional Learning Specialists in every Building
- New teacher support
- Elementary and high school summer school

The ability to use these funds to focus in these areas has allowed the district to build systems around these supports for lasting change in student outcomes. Below you will find a description of generally how these funds are used, and what impact they are having.

English Language Learner Support

With the increased staffing levels (teachers, assistants), students receive more targeted support at every grade level. Families also feel more supported with translation and interpretation services readily available.

Literacy Coaches

The literacy coaches are building a system of support for students and teachers that will allow students to continue to make progress in meeting benchmarks. They help facilitate data review meetings and adjustment of intervention groups.

Equity Training for Administrators/Teachers

A team of teachers and our administrators have worked to meld the equity learning from the past few years into the professional learning community work, which allows schools to focus on equitably meeting the needs of all students, and making sure that all students learn at high levels.

Early Learning/Family Support

Support is in place for families as they prepare students for their first few years of school, as well as for students as they enter Kindergarten.

Community Care Specialists in every building

Specialists are able to focus on meeting the needs of students and families that often impede a student's ability to be present at school and learn. This team of specialists have worked cohesively to have a solid understanding of resources, and how to connect students and families to those resources.

Social Emotional Learning Specialists in every Building

Specialists are able to focus, not only on meeting the needs of students who struggle, but on all students and their social and emotional needs. These needs can also impede learning, and helping students regulate and be prepared to learn which can have a great impact on their learning.

New teacher support

Providing support to our newly hired teachers from when they are hired through their first year or two has already increased teacher retention, and we predict it will continue to do so.

Summer School

Elementary and high school summer school was held again this past year. Summer school is effective in helping students improve their reading levels. We specifically invited students who needed additional support in Reading and Math. Once invited students had a chance to be enrolled, all students had the opportunity to be enrolled. As a group, elementary students who attended summer school increased their DIBELS (reading) score by 3 percentile points, which was four times the growth of those that were invited but did not attend.

Barriers to Implementation

The district works hard to navigate around any barriers that may impede implementation of the Student Investment Account Plan. One of the biggest challenges is to find and retain employees with the necessary skills to perform some pretty complex tasks. These positions include Social Emotional Learning Specialists, Community Care Specialists, Translators/Interpreters, and Literacy Coaches to name a few. Our primary strategy to navigate this barrier has been to find talented people in our community, and provide the necessary training for them.

Engagement

Finding meaningful ways to engage with students, staff, families and community has been challenging, especially during the COVID pandemic. This past year, we took advantage of the requirements of the Integrated Guidance process to involve our stakeholders in meaningful discussions about the direction of the district. This process influenced our thinking, and has led us to create a process by which our stakeholders have regular meetings to discuss the district's key data, and to provide input on district direction.

What have we learned?

Over the past few years, there have been 2 key learnings that have impacted our direction. First, laser-like focus on a few (3) goals allows for progress to be made. Our district transitioned from over 40 initiatives to 3 goals that are in line with our Integrated Guidance plan. This focus can be seen, not only in the district budget, but is also evident in classrooms and staff rooms across the district. Second, increased community engagement is necessary and vital to our

growth as a district. We must provide opportunities for students, families, and community members to learn about our programs, and provide input on district direction.

As we transition from a Student Investment Account Plan to an Integrated Guidance Plan that includes the Student Investment Account funds, we are not sacrificing the efforts of the past few years, but continuing to stay focused on key strategies and activities that we believe will have a lasting impact on our students and families.