

## **Questions**

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?

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?

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 and where your efforts might land on the spectrum as you complete your response.

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?

## **2022-23 Annual Reporting Response**

Adding the 5th grade teacher allowed us to avoid blending elementary grade levels, resulting in more time and attention given to students in each grade. Our Dean of students contributed greatly to the success of our struggling students, giving personal attention and encouragement throughout the year.

We were not able to find a suitable candidate for the nursing position. This circumstance is part of a trend in hiring; it is difficult to find people to fill positions. We were able to hire a classified person with a nursing background that provides basic first aid care for students.

We held formal community engagement events as well as informal meetings with parents and patrons at school events and community happenings. We surveyed our students in groups and used the results of that survey to inform activities including cooking, welding, small engine repair, constructing a small shed, and photography. Our engagement activities fall in several different areas on the community engagement spectrum from consulting to collaborating.

While we feel that we provided necessary and meaningful supports to struggling students in the upper grades, our data points out the need to broaden our focus to meaningfully impact reading, especially in the primary grades. We intend to braid funds from other grant sources to implement meaningful and effective supports in early literacy.