

Winston-Dillard SD 116 SIA Annual Report Responses

The following responses were submitted by Winston-Dillard SD 116 for the SIA Annual Report Responses for 2020-2021, 2021-2022, and 2022-2023. These are provided for your reference in completing your SIA Performance Review. If you provided a link to an external source or uploaded an attachment those responses will not be reflected below.

	2020-2021 Annual Report	2021-2022 Annual Report	2022-2023 Annual Report
<p>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>Even with reduced funding, we were able to make a positive impact on the groups identified by our stakeholders as needing the most support. We were able to combine our SIA dollars with Preschool Promise funds to open two more T-K classrooms and reach at least twice as many students preparing for kindergarten. Early in the pandemic, it became clear that physical health and emotional health are closely linked. Our plan was able to establish PE programs in the elementary schools for the first time in many years. We saw that both objectives were being addressed in this one move. Unfortunately, our enhanced counseling plans had to be</p>	<p>Our elementary schools have continued the process of incorporating physical education standards throughout the curriculum. This would not be possible without the physical education teachers funded through SIA. The PE teachers have been valuable members of each school's PLC teams. They bring a new dimension to planning that we have lacked for years. Master schedules have undergone renovation to include much more physical activity and health education at all levels. In the school year 21-22, Our pre-k programs really took flight. Using SIA funds, we established our fourth pre-k classroom. As the pandemic eased, parents began to enroll</p>	<p>In the school year 22-23, Our Ready for K programs have become fully integrated into our community. Not only are our programs full, we have a substantial waiting list to enroll. As we had hoped, the cessation of the pandemic led to an increased interest in socialization and preparing our youngest students for a solid start to their education. One of our SIA goals is to increase early literacy. Research supports using Ready for K programs to provide the necessary skills for students to enter and be successful in kindergarten. We have had to review and revise our practices around selection for the program in light of the increased demand.</p>

	<p>postponed. There wasn't enough money to fund it. The good news is that we were able to make positive impacts on most of the issues our constituents care about and with full funding expected in 2021-2022, we are filling the child development/counseling positions now.</p>	<p>their students in our Ready for K classes. Our rooms were very nearly full all year. This allowed for more collaboration between staff and a higher level of service to our kids and families. Our kindergarten and first grade teachers are already reporting increased readiness due to the experience and the number of children attending pre-k. Our strategy to address the mental health of our students through socio-emotional learning and added support began in 21-22. It was tricky. We began by adding counselors and child development specialists to our staff at all levels. SIA funds were used to hire and train staff at each of our schools. Implementation of these programs took time. We had staffing changes and training delays as we integrated these supports into the daily school routines. We made adjustments to staffing and delivery models as we went</p>	<p>Our elementary schools have continued the process of incorporating physical education standards throughout the curriculum. This would not be possible without the physical education teachers funded through SIA. SIA funded instructors have helped us comply with the policy regarding PE hours provided to students. The shift in each school's schedule has had effects beyond physical fitness. Our classroom teachers report an increase in focus, concentration, and motivation. It's been good for the students too. After a challenging start, we have successfully staffed our counselor positions added by SIA funding. We finished the second year of Character Strong curriculum (also purchased with grant funding). This socio-emotional health program has been integrated into each school's curriculum and has made a difference. Teachers and parents have</p>
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		<p>and soon, we saw a real difference in the way we were handling destructive and disruptive behavior. Lessons learned from the first year have already influenced our planning for the coming year.</p>	<p>referenced the lessons about positive self-image and meaningful communication when problem solving with students as well as families. The conversations have targeted specific situations left over from the pandemic and new experiences as we regain “normal” relationships.</p>
<p>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 thing we would like all to know is that we count on stable funding. We rarely purchase FTE with grant money because we inevitably end up laying people off when the funding dries up, usually rather quickly. After much effort on the part of many people, we created a plan that seemed to mirror our community’s priorities and address the needs of those struggling. We understood that the SIA funding was the most stable to come along in many years due to its ties to legislation around the business tax, so we felt comfortable adding positions and hiring</p>	<p>One of the biggest barriers to implementation of all our programs has been finding qualified personnel. The state licensing agencies have been very generous when working with applicants who may need more education or experience to fill our posted positions. Still, it has taken time to identify people who have the skills to help us meet our goals. When we came back to in person instruction, it soon became apparent that a major focal group, our alternative education students, needed much more support in areas like English and math. We adjusted our plan to include a</p>	<p>One of the biggest barriers to implementation of all our programs has been finding qualified personnel. The state licensing agencies have been very generous when working with applicants who may need more education or experience to fill our posted positions. Still, it has taken time to identify people who have the skills to help us meet our goals. Since last year, we have had a bit more luck in filling key positions identified in our SIA plan. We have stabilized our counseling staff at all levels and they are functioning as a PLC quite efficiently. They are not only shepherding our</p>

	<p>great people to work with our kids.</p> <p>When the allocation was deeply cut, we had to go back to our community and explain that the plans were not going to be implemented as hoped. We worked hard to explain, reengage them, and lessen the impact of the cut as much as possible. In the end, the portion of the plan that was funded by SIA was a great success. We are so looking forward to continuing with a fully funded plan.</p>	<p>part-time math teacher at Dillard Alternative High School. We looked for most of the year to find someone to fill this post and very near the end of the year we were able to identify just the person we had been looking for. They were able to start on a limited basis near the end of the school year but have been hired for the 22-23 school year. Luckily, our lead alternative teacher is a certified LA teacher, so we are able to offer extra live classes without much alteration. As we adjust to focus on the needs of our students, SIA funds are being used to purchase supplies and other materials needed to support their classes.</p>	<p>socio-emotional learning programs, but they are moving us forward on our family engagement efforts. They are helping us move up on the Community Engagement spectrum.</p> <p>Since rebounding from the pandemic, we are enjoying a renewed atmosphere of cooperation and collaboration with all stakeholders. Teachers, parents, and administration are moving on from the challenges of the past and working together to build stronger systems that support our students and growth as a district.</p>
<p>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</p>	<p>Much of our community deals with effects of poverty and all that comes with it on a daily basis. Participation was a challenge in our engagement efforts from the beginning. Persistence pays off however, and we were able to access</p>	<p>We have partnered with our regional ESD communications department to strategize and plan our community outreach efforts. Availing ourselves of multiple platforms to elicit input has been important. Using electronic and good old</p>	<p>Given recent circumstances, we have redoubled our efforts to know what our stakeholders are feeling. Availing ourselves of multiple platforms to elicit input has been important. Using electronic and good old paper</p>

<p>this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the spectrum as you complete your response.</p>	<p>many groups in our area. When asked what they hope for their children they answer overwhelmingly, a better life. Many understand that education can be the ticket to that life. It is widely known that the High School Success Act (Measure 98) has boosted our CTE programs, but little is known about the SIA dollars and what their goal is. Our first task was to educate the public about the goals of the program and ask them how they see our needs in that context. It was difficult to focus our focus groups. After a few attempts we were able to identify their priorities. They cared about the youngest and the most vulnerable among us. That is what led us to identify the T-K programs, physical health, and socio-emotional resources to concentrate on.</p>	<p>paper surveys, we were able to gauge public opinion on a number of issues. One unlooked for result of our public meetings being live streamed was a huge upturn in attendance and no lack of opinions expressed. We certainly reached families that hadn't been heard from in the past. Like most districts in the state, last year saw greater division in our community. Strong opinions were expressed on a regular basis. This strained many relationships between parents, staff, administration, and even students. It did create a sense of increased engagement, but not always the follow through needed to raise to the level of leadership. On the spectrum of community engagement, we would rate the year to be between a level 3 and 4. Much of the data we gathered helped define our current needs and community values. Those were definitely worked</p>	<p>surveys, we were able to gauge public opinion on a number of issues. We feel we took a step back on the spectrum of Community Engagement early on but have used our SIA funded positions to lead a charge that resulted in significant gains. We went from a level two with some threes to mostly threes and fours on the spectrum. Much of the data we gathered helped define our current needs and community values. Those were definitely worked into many aspects of our planning. Some reinforced what we already knew to be true. For example, our polls indicated that emotional health and well-being were very important to our parents and staff. That input informed our implementation of our SEL curriculum (Character Strong) and our delivery models (a much wider engagement than earlier planned). We have yet to reach the level of leadership characterized by all</p>
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<p>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>Just by coincidence, our district was beginning our cycle of strategic planning and writing our 5 year plan for improvement when the SSA passed. Our need for community engagement served two purposes. We worked with several internal groups (staff, students, administration, parent and community groups) as well as outside agencies to create a picture of our stakeholders. Two of the most useful were the Institute for Research and Reform in Education (IRRE) and the Inflexion group. They helped us contact and understand our community's character. With their help we were able to prioritize areas that our people felt strongest about.</p>	<p>The biggest concern going into the 21-22 school year was unfinished learning. We didn't know what to expect from students who had spent over a year on distance learning platforms compared to those students who joined us for in person classes. We expected a large gap between groups and for the most part, we were right. During this year we spent a significant amount of time diagnosing learning gaps and collaborating on ways to fill them. Each of the strategies identified in our SIA plan were key factors in those efforts. Helping students deal with the anxiety of coming back to group instruction was foundational to their success. Addressing their physical wellbeing helped mitigate two</p>	<p>Our choices have been guided by the recovery of our community from the extraordinary circumstances of a pandemic. As we move into the future, we are looking for normalcy. Last year we took stock of learning gaps and used our SIA budget to target the most glaring needs of our students. Counselors, physical education, and early intervention programs focused on those who were lagging or absent during foundational learning. While we will be addressing these gaps for a generation, we look to reinstate our processes of identification and intervention. Restarting the engine that moves our students forward and closes learning gaps is key to our</p>

	<p>As for this last year, we felt lucky. We opened to in person instruction early and stayed open, even if we were at 80% on site. Our decisions to fund the PE over the Counselors was one of practicality. The PE teachers gave general education teachers time to deal with CDL and at the same time became a big part of the students' health plan. The thing that stands out is the amount of money allocated to the districts through the federal government. It is appreciated and certainly needed, but it definitely stands out. The impacts worth naming would those identified on our plan, addressing socioemotional health and supporting our youngest community members with T-K services. We impacted our population in both areas despite cuts or protocols.</p>	<p>years of isolation and distancing. At the same time, our pre-k programs are essential to getting our student body back to a more normal profile. With a renewed focus on our strategic plan as integrated with SIA, we have strengthened our communication platform by creating a targeted communication plan that includes a district collaboration and engagement team, student advisory to the superintendent panel, and in-person gatherings with community members. If anything, the events of last year have cemented our belief in what we originally planned for our SIA funding. The pandemic inflated problems we knew existed to a point they couldn't be ignored. We will continue to collaborate with our partners to find solutions to our students' and community's needs.</p>	<p>operation. We will be accounting for unfinished learning along the way, but our goal is for students to rejoin their path to success.</p>
Additional Responses			

Strategies for Winston-Dillard SD 116

Strategy 1
Increase elementary students' access to physical education classes.
Strategy 2
Increase behavioral and mental health support at all schools.
Strategy 3
Expand our pre-kindergarten program
Strategy 4
Strategy not submitted
Strategy 5
Strategy not submitted
Strategy 6
Strategy not submitted
Strategy 7
Strategy not submitted
Strategy 8
Strategy not submitted
Strategy 9
Strategy not submitted
Strategy 10
Strategy not submitted
Strategy 11
Strategy not submitted
Strategy 12
Strategy not submitted