

# Woodland Charter School

## Student Investment Account

Annual Report (2021-2022)

*Submitted November 2022*

Woodland Summary of funds spent in 2021-2022

- Math support specialist to support students - 1 FTE
- Education assistants to support lower grades - 2 FTE
- Professional Development to support student mental health program

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?

Consistent math support allowed students in all grades to make gains as seen in the STAR Assessment Results. In addition, their math confidence grew significantly and teachers reported students having a more positive outlook toward mathematics.

The support from Instructional Assistants has created a better student to teacher ratio in our lower grades and allowed our students to get more individualized instructional time.

Lastly, the professional development in Restorative Practices has provided a common lens for staff to understand ways to support student conflict and we have made restorative practices part of our new normal in dealing with significant behavior issues.

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?

We have found that push-in math support has been helpful for teaching students the core instruction, but that it did not provide additional time for students behind in their skills to receive intervention instruction. We have maintained the position funded through SIA, but shifted how it is structured in order to provide intervention level instruction as a focus.

As is the case through many schools, finding high quality Instructional Assistants has been a challenge. We continue to find ways to recruit and retain quality staff.

Also, finding the time to provide universal Professional Development for all staff is limited.

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

We had significant challenges this past school year in engaging parents and families due to many of the restrictions on who could be on campus. We also needed to spend significant time ensuring we were meeting the compliance requirements in our faculty meetings, so we were less able to gain engagement in the input process for SIA.

Be that as it may, we still were able to engage staff, school leaders, students and some families in a truncated SIA process this year, but this has led to some important shifts in our funding discussions for the next school year. We are also committed to a more robust process now that many restrictions as to who could be at school have been lifted.

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?

Through the prioritization efforts it was exciting to see how much parent input was provided and how much they value their students academic success and they recognize the value of high quality teachers and staff in this process.

In the future SIA process, we will continue to seek ways to gather parent engagement. We also will add the use of a newly adopted Equity Lens in the process to ensure we are deliberate in our prioritizations. We will also use a new strategic process of gathering input from parents, staff, community and students. This will allow a focus group to determine the most impactful ways to use the SIA investment.