

Mitchell SD 55 - Annual Reporting

Questions	2021-22 Annual Reporting Response
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?	The instructional coach has worked with staff to implement a tiered system of support that identifies students' academic needs and possible gaps in learning. Catching these challenges early helps teachers differentiate strategies to accelerate student learning and provide supports to students when and where they need them. We've also pivoted from a strictly Response to Intervention (RTI) approach to tiered interventions which is focused solely on academic interventions to Multi-Tiered Systems of Support which brings student behavior, attendance, and mental and emotional well-being needs and supports into the process. This focus has resulted in a more well-rounded, complete student support system and improved teaching strategies, especially in reading and math.
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?	Increased stakeholder input resulted in revised strategies. Beginning in the spring, with the advent of the upcoming program integration, we have implemented a more robust, authentic community engagement process that revealed the desire among our stakeholders to refine some of our previous strategies and identified and elevated some new strategies. Those changes will be reflected in our 22-23 SIA plan.
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.	While we have always had a collegial, friendly relationship in general in our small community, our relationship with our families, community, and students is growing as we focus our collective attention on strategies and activities aimed at better serving our students. This was precipitated by intentionally moving from a largely consultative model of community engagement to a collaborative relationship with our families, community, and students and bringing them into the process as partners in decision-making. As we continue this process, we've found that it is a learning experience for everyone involved. The results of our second community engagement event were more robust, refined, and focused than on our first try. We've also developed a better rapport and improved our communications as a result.
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?	As the community became more familiar with the engagement process and we build trust in communicating with them, more robust strategies came about. Having had multiple events, the data from families, the community, and students gave us the confidence to pivot to a set of new activities aimed at engaging our students.