

## **KUA Medford Annual SIA Report (2021-2022):**

- 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?](#)

Despite the negative impact of COVID and catastrophic fire, we have used our SIA funds to take actions that resulted in new practices. For example, one of our SIA plan goals is to create a culture of safety and respect. To support that goal, we hired a full-time Behavior Specialist Coordinator (BSC) and a full-time counselor. In addition, in order to nurture a positive school culture, we committed to PBIS, teaching students positive behavior patterns and incentivizing them for making healthy behavioral choices. Our BSC and counselor go to each class and lead our PBIS lessons, which helps them to identify students that may need follow-up support. In addition, they meet with parents and teachers to develop individual student behavior plans. During the school year, 19 “Success” plans were created, 18 PBIS lessons were taught per grade level, and 9 monthly award assemblies were held. The BSC and the counselor also provide student and family mental health support as needed. For example, a social skills and a friendship group were held. We also created a “New Comer’s” system for integrating new students into our school. Both the BCS and counselor positions have made a significant difference in helping students and families readjust to in-person learning.

We also have made changes to improve student academic achievement and to close the achievement gap between all students and students historically underserved. To achieve those goals, we hired a .5 English Language Development teacher (ELD) and a .5 instructional coach. The ELD teacher provides pull-out and push-in support for students whose first language is not English. 58% of our students are English Language Learners (ELL). We also have changed our schedule to ensure that our ELL students can receive ELL services without missing special education services if needed and elective classes and, most importantly, not miss core class time. The new schedule supports our goal of providing an equitable education for all students.

Teachers, too, receive support from both the ELD teacher and the instructional coach. With our SIA funds, we have been hiring substitute teachers and instructional assistants (IAs) so that our staff can participate in professional learning related to our initiatives. For example, teachers and IA's have received PL in Sheltered Instruction and math best practices. We also have developed a walk-through tool for improving instruction. Finally, we have hired two full-time IAs to support classroom instruction. That has allowed us to move away from large group instruction as the primary delivery method to small-group instruction where students receive more individualized attention. Though we are not yet seeing significant academic gains, teachers and students report that the small-group approach is more personalized and will eventually make a difference in student outcomes. Finally, to help us gauge the success of our SIA work, we have data teams that regularly look at our academic and behavioral data and suggest changes to our work. The new schedule is one example of how the data can shape our SIA activities.

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?

Our most significant challenge was ensuring that all students had access to the full curriculum. Knowing that the school schedule drives the experiences students receive, we decided to change the schedule so each student had access to core instruction, electives and extra pull-out classes. It required that staff make changes to what they did in the classroom so no student missed any part of core instruction. It also has been challenging to implement several new initiatives in a short time frame. For example, in addition to what we're already doing, we want to implement a Multi-Tiered System of Supports (MTSS). It's a challenge to find time for more PL in order to develop that system. One way that we're adjusting to the number of new initiatives is to stagger when we introduce them. For example, we will give more focus to MTSS after winter break. Another challenge is ensuring that staff implement new practices with fidelity. We have adjusted by focusing on staff who need the most support, which means that some staff may not work with the instructional coach or receive an IA. That differentiated approach has helped us improve the consistency of our instructional program by focusing on the highest need. Finally, we want to work on being more preventative in our planning rather than reactive. We want to identify potential areas that could be challenging for students, teachers, or families and implement systems that will mitigate those issues ahead of time. By doing so, we will avoid a pattern of reacting to issues as they come up. Also, because of frequent staff turnover, new hires were not familiar with our systems which inhibited our progress on SIA activities. To ameliorate that problem, we created a 3-day, newcomer orientation for all new staff, which has helped new staff be prepared to participate in our school improvement initiatives.

### Annual Report #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.

As the lessening of COVID began to happen and restrictions were eased, parents were encouraged to return to the building in limited ways. We continued to offer zoom sessions for our Site Council and PAC meetings as a way to hear the parent voice. The Community Engagement Tool highlighted for us the impact that COVID has had on our ability to fully engage and involve families. We were effective in keeping our community informed. Messaging in English and Spanish via fact sheets, brochures, posted notices, weekly newsletters used a variety of methods to communicate with families. We were able to have our counselor reach out to parents to gather input on ways they would like to see the Student Investment Account funds utilized to support children at school. STEM classes offered during school breaks and after school created opportunities for strong content area focused learning outside of class time. During this past year we worked with local police, families, students and staff to provide several targeted, focused preventative trainings to combat bullying situations, developed safety plans and conducted numerous informal counseling sessions and family meetings. Our counselor also focused on problem solving, relationship building, friendship skills and effective communication with families about school expectations and SEL skills. We implemented a very successful

Newcomer program welcoming new-English speakers, a VIBES calming room and promoted behavioral improvements via PBIS incentives and instructional training and practice for the students. Through the Migrant Parent Action Committee (PAC) our staff and administrators made strong efforts to keep parents informed. While we did not conduct a spring survey, feedback from our families during all of the individual meetings, the PAC meetings, trainings offered to families provided community and family input. The results in the classroom have also been useful to us for future planning.

#### Annual Report Question #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?

We learned some powerful lessons that will continue to guide our thinking:

- \*How do teachers communicate and how frequently?
- \*Instructional Aides in the classroom reduces class size ratios and prove to be of great benefit to learning.
- \*Focusing on smaller learning groups is healthy for children.
- \*VIBES team is coaching kids very effectively so they can return to the classroom and experience success in their community
- \*Professional development is very important to correcting unlearned areas of study due to the interruption from COVID
- \*Equity funding raised teacher salaries by 25%
- \*1<sup>st</sup> and 2<sup>nd</sup> grade teachers are interested and need more PD – as a result we doubled the coaching instructional staff
- \*Our Coaching Model seems very successful and productive. Our model uses a coaching team; Peer teaching; teachers observe each other and take time to share responses and give feedback.
- \*Teachers are focusing on MTSS and Implementing Positive Discipline
- \*And lastly, our style of parent communication is more comprehensive: Reader Board posts notifications; Teachers are mailing postcards home with positive messages about the child and teachers are systematically phoning parents with positives.

In the future, we will be analyzing how to increase daily attendance and re-establish good attendance habits with children and families.