

Annual Reporting - Douglas County SD 15

Questions	
1	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?
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?
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.
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?

2022-23 Annual Reporting Response
<p>The plan seemed to have an emphasis on reading instruction. We operated in some small groups and focused on some leveled reading groups. We found there were huge gaps in student knowledge. A lot more than we anticipated. We had more team meetings. There were some relaxed requirements due to it being a post-Covid work environment.</p>
<p>Staff turnover has been high. We had at least seven new staff that year. Only part of the staff were involved in the making of the SIA. The state was a barrier. All the hoops the admin. Had to jump through just to keep the doors open was ridiculous. There were issues with online access when students were absent. *Student absenteeism was high. Parents would keep kids out for the smallest of illness and commonly for extended periods of time.</p>
<p>Parents were disenfranchised and have not fully returned to the school at the pre-Covid levels of involvement.</p>
<p>Greater staff involvement in the writing of the plan should cause greater knowledge and buy-in to the plan.</p>