

**2022-23 Student Investment Account Annual Report - Knappa School District**

Annual Report Questions & Responses	
Question	Context/Guidance
<p>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? (500 words or less)</p>	<p>Over the three-year period of SIA, Knappa School District has been able to create a thriving preschool, a growing music program, and additional affective supports at Hilda Lahti Elementary. Our schools are able to provide a more well rounded program than before and we have been able to address student socio-emotional needs, especially in the wake of COVID.</p>
<p>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? (500 words or less)</p>	<p>The District/Programs have been impacted by employee retention issues. Over the period of the grant, our music teacher position and community connector position were both filled and had to be filled a second time due to turnover. ODE provided some flexible workforce retention resources in 2022-23, which helped with overall retention, but those resources no longer exist which is a direct “hit” to our ability to recruit and retain personnel. The Legislature decided to spend this year’s resources at the state level with no direct local flexible dollars. Nonetheless, we were able to hire great people in fall of 2022 in music and community connector positions.</p>
<p>3. SIA implementation includes ongoing engagement with all students, focal students<sup>1</sup>, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the <a href="#">Community Engagement Toolkit</a> and where your efforts might land on the Levels of Community Engagement spectrum as you complete your</p>	<p>During the Integrated Guidance process, numerous stakeholders confirmed their beliefs that the original SIA investment was worth continuing. For example, in a survey, 68.7% of respondents supported continuation of the community connector position. Only 4% indicated disagreement. Likewise, 66% of respondents supported continuation of pre-K literacy support, while only 4% indicated disagreement. 85.9% of respondents indicated support for continuation of</p>

<sup>1</sup> Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

<p>response. <i>(500 words or less)</i></p>	<p>support for the music program. Only 2% indicated disagreement. Class size reduction enjoyed 81.3% support with 10.3% of those giving input disagreeing.</p> <p>Most of the inquiries made have been at the “consult” and “involve” levels on the Levels of Community Engagement spectrum via surveys and community chats.</p>
<p>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 implementation efforts? <i>(500 words or less)</i></p>	<p>Maintaining sustained community engagement is a challenge in times when people are generally satisfied with what is happening in our schools. We may need to tie our engagement directly to the actual SIA funded activities to get participation (i.e. surveys at band concerts, etc.)</p>