



# DAYVILLE IG

# ANNUAL REPORT

2023/24 SCHOOL YEAR



## About SIA

A state program of funding going to schools to meet two goals:

1. Meet students' mental or behavior needs
2. Reduce academic disparities and increase academic achievement of focal groups

## DAYVILLE'S IG GOALS

**Outcome #1** - Reduce the disparities of achievement for our students served by IDEA & demonstrate proficiency in meeting state benchmarks for all students

**Outcome #2** - Students who experience better mental and social health will increase academic attainment

**Outcome #3** - Create a well-rounded education for students that enhances class options and opportunities, and after-school opportunities, resulting in students graduating with at least one career/secondary training goal to achieve

**Outcome #4** - A system and culture is established where the school is the nucleus of the community and fosters ongoing community engagement, and develops a strong positive culture with the school and community

**Outcome #5** - Students who attend school regularly will improve academically and socially

## Money can be spent on:

- Increasing instructional time
- Addressing students' health or safety needs
- Expanding availability of and student participation in well-rounded learning experiences
- Reducing class size Ongoing community engagement

## HOW WE USE IG FUNDS

- Hiring a K-12 Special Education Teacher to support students served by IDEA
- Student success coaches
- Upgrading technology in the classrooms
- Updating curriculum
- Dual credit class options & school field trips
- Electives such as music, and weight room



## IG BUDGET

- Special Education Teacher - \$23,578.56
- Student Success Coach Position - \$11,226.21
- Counselor - \$51,599.05
- New Electives & Experiences - \$66,980.65
- Tech Upgrades - \$10,652.00
- Curriculum Updates - \$1,403.54
- Community Engagement \$1,216.35

Total Spent: \$166,825.25



## REPORTING QUESTIONS

### #1 - Progress Towards Outcomes:

We have made progress toward our goals by focusing on providing comprehensive support for our students. In particular, we've seen meaningful advancement in the outcomes related to reducing disparities and creating a well-rounded education. Continuing the Special Education teacher position has been crucial in ensuring that all students served by IDEA receive the individualized support they need to thrive.

This has directly contributed to reducing disparities in student outcomes. Moreover, we've expanded opportunities for all students by offering college-level classes, organizing field trips to colleges, and introducing new electives like music. These initiatives are creating a more well-rounded educational experience and preparing our students for future success. As we reflect on our progress, it's clear that these efforts are aligning with our outcomes and strategies, as they provide both equity and enrichment in our students' educational journeys.

### #2 - Challenges to IG Implementation:

Staffing new electives has been a persistent barrier. For example, we've been unable to replace our music teacher, and finding qualified candidates for specialized roles in a rural area is extremely difficult. As a district with only seven teachers, any staff change creates a significant domino effect, impacting multiple areas of our school's operations. When one teacher leaves or shifts roles, it disrupts the delicate balance we rely on to maintain both core and elective offerings.

Additionally, a significant challenge we've encountered relates to our outcome of creating a well-rounded education, specifically with expanding elective opportunities. Being such a small district, we face the problem of course "cannibalization"—meaning that when we add new electives, it often pulls students away from other important courses, making it difficult to maintain a balanced curriculum.