

2021-22 Student Investment Account Annual Report Template

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Required Question	Responses
<p>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? <i>(500 words or less)</i></p>	<p>SLSD has better supported students and families in getting their basic needs met due the implementation of our team of Community Resource Specialists. At our Early Learning Center, we’ve added family services including mentoring and early childhood care. With an additional English Language Learner teacher, we are better serving our growing population of students who qualify for this program. With better ratios of adults to students in our kindergarten classrooms, we are already observing higher levels of literacy at grades K and 1. Our Interpretations Team, supports families who speak Spanish and Mam. Our charter schools are better supporting students with instruction at Ace Charter School and with Community Resources at Child’s Way.</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? <i>(500 words or less)</i></p>	<p>The most significant barrier to making progress in measurable outcomes has been the struggle to hire enough qualified staff for teacher positions and the specialists we are adding with SIA money. We have not made any adjustments to our plan, but have finally hired for all of the positions we are funding with this grant.</p> <p>The second most significant barrier has been the large number of staff out due to sickness and our inability to fill all of the substitute vacancies. Though we have added additional staff, we have been continually shifting staff around every day since school started to fill empty positions. We have needed to certify EAs with emergency licenses to ensure licensed teachers in all of the positions requiring licensed teachers. Some teachers are taking double classes or teaching during their prep periods. The specialists we have hired are serving as subs in regular classrooms rather than</p>

Required Question	Responses
	<p>providing these specialized services our community identified are necessary.</p> <p>A third barrier, our lack of qualified candidates for the highly specialized work at the district office has created problems in the functions that directly serve our staff, Human Resources and Finance. As experienced people leave our system, there isn't a pipeline in the state or district of qualified people. The people we are hiring need a long runway to learn the culture and skills of doing this work in a k12 school district. Leaders at the District level or scrabbling every day to coach, train, sub for administrators, cover duties when we simply don't have enough staff. The stress on the system is eroding trust that our new staff need to have in us.</p> <p>I expect the trajectory of student outcomes will be impacted by all of these issues. It's important to remember that while the SIA is funding very important new work, if we don't have the capacity to complete basic functions efficiently and effectively, it takes longer to develop people in these new roles to do their work.</p>
<p>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 and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. (500 words or less)</p>	<p>We have made the most progress with assembling our students and staff. Staff at the school level is effective at meeting with parents especially from these special groups. From the district level, efforts to convene community partners, parents and staff is become even more difficult as more strategies require this engagement. Our staff do not want to meet any more than they must after school when parents are available. Families and community members are dealing with life stresses and don't see this as a priority. We have multiple strategies this year that require engagement. We will continue to employ engagement tools to the best of our ability. The other challenge is that our District Leadership simply doesn't have the hours or bandwidth to implement multiple engagement strategies.</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</p>	<p>We have grown the most at engaging students in our development of our vision for student experience and vision for student learning. This year, 2022-2023 we are focusing on engaging teachers to develop our</p>

Required Question	Responses
<p>you've learned this year impact future SIA implementation efforts? (500 words or less)</p>	<p>vision for teacher learning. SIA dollars funded our facilitator from University of Washington, Center for Educational Leadership. The way in which we engaged with families from special populations is important work that we continue to build upon both at the school level and in our Early Learning Center. We will use these forums and relationships as we engage for the next ODE Six Integrated Initiatives work. We have</p>

1. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required for the 2021-2023 biennium, please consider charting your assessment of the significance of the kinds of changes that occurred for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

Explainer: As mentioned in Section 2 of the [Supporting Quality Implementation guidance](#), SIA grantees were asked to track changes (or the beginning of changes) occurring as the result of SIA implementation, but were not expected or required to meet all the progress markers. Progress markers are meant as a reflection tool for grant recipients to track changes when the investments create or contribute to the changes outlined. This is not meant to be a means by which ODE measures successful SIA implementation. Few grantees would see changes in each progress marker and it is okay to only capture changes that have actually occurred.

The significance of progress marker changes ranges from “Low” significance of change (smaller shifts) to “High” significance of change (larger shifts). The “No observable change” option should be marked when there has not been any noticeable changes for a progress marker, and the “Firmly in place” option should be marked in cases where the grantee feels that this progress marker was already in place prior to the 2021-22 school year. If you would like to add additional context to any of your progress marker responses, please use the optional “Explanation of any progress marker ratings” section at the end of the table.

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Expect to See</i>					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.					
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.					

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Like to See</i>					
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Love to See</i>					
Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.					
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.					
Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they					

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
plan to take after they graduate from high school.					

(Optional) Explanation of any progress marker ratings:	
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