Student Investment Account Annual Report Questions

Annual Report Questions

District or Eligible Charter School	
1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less) *Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.*	We used the limited funds to focus on adding personnel to implement social emotional support for students, connecting to families and students, and reducing K-3 class size. These investments were key to supporting our students and families through the trials and tribulations of the pandemic and subsequent school closures. The increased staffing allowed us to reach out and connect with students and families more frequently and in a more in-depth way to understand their needs and connect them to the supports they need. Specifically, we added counselors and behavior support specialists at all levels. We conducted home visits, virtual small group and individual supports and provided emergency child care supports for accessing virtual instruction for our focal groups most impacted by the pandemic shutdowns. We are still measuring the impacts of these investments as all of us continue to recover from the ongoing impacts of the pandemic on our community, families, students and staff. One of the more immediate outcomes is a much greater understanding of the scope of need as we have more staff than ever attending to this aspect of education. This year will be critical as we are able to provide the in-person support our students and their families so desperately need.
2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less) *Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.*	The pandemic shifted all of us into a crisis mode. We were all focused on mitigating the impacts of the shutdown (isolation, lack of access to critical services and supports, stress and anxiety related to the pandemic, etc.). A major barrier to implementation was the inability to connect face to face for several months due to restrictions. Additionally, we were all primarily focused on getting students back into school full-time. Parents, community members, and stakeholders were also focused on this goal.

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3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less) *Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.*	One of our major focal groups are Native American students. We hold monthly meetings with our CTUIR Tribal Education Department who also holds the Title VI Contract. We share all of our SIA plans with CTUIR leadership and garner input and feedback. Annually we hold one meeting out on the Reservation where our families from the CTUIR are invited to come and provide public comment as well as celebrate student successes at an official school board meeting. Additionally, Title VI Education Specialists keep in constant communication with students and families and bring their input to the Tribal Education Department. We discuss parent feedback and input at our regularly scheduled meetings. We used this input to partner on additional supports for CDL last year as this was the most pressing concern parents had. For all of our parent communications and requests for feedback, parents were most worried and focused on getting students back into school full time. Our families were in a state of crisis and needed us to focus on the return to schools before they could engage regarding our SIA plan. We opened schools full-time in person this fall. Our hope is that as we return to school, we can re-engage parents in the continuous improvement planning process, including our SIA Plan. One successful outcome of using virtual meetings to engage with parents was a higher than ever participation rate for IEP meetings and parent teacher conferences. The flexibility of not having to come to the building or leave work to attend was helpful for many of our parents. We will continue to provide this option for parents who prefer it moving forward.
4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less) *Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.*	We chose to invest our limited funds in personnel focused on supporting student wellbeing. This was already a focus of our strategic plan, and the pandemic with school closures exacerbated the needs of our students in this area. We were so glad that we focused on this area and had the staffing to support our students and their families through the long months of school closures and into the reopening phases in the early spring. This is one of the major areas of recovery as we move back into full-time in-person learning this year. Student needs for mental health and wellbeing were deeply affected by the isolation, additional screen time, lack of social and school connection, and fear, anxiety and frustration of COVID 19.

5. *(Optional)* SIA Progress Markers offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required, please consider charting your assessment of the significance of the kinds of changes you think happened for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
Expect to See					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.			X		
An equity lens is in place, adopted, and woven through all policies, procedures and practices.				X	
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.				X	
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.				X	
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.			X		
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.			X		

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
Like to See					
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.			X		
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.		X			
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.				X	
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.				X	
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.			X		
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.			X		

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
Love to See					
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.			X		
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.				X	
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 plan to take after they graduate from high school.		X			