

**2021-22 Student Investment Account Annual Report**

**Please note that this template will not be submitted** to the Oregon Department of Education; we will cut and paste into Smartsheet. This report is for the Public and School Board use only.

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? (500 words or less)</p>	<p>We had smaller classes across the district than in previous years. We also had more staff dedicated to the health, well-being, and academic success of all our students than previous years. Data teams gathered and analyzed more robust quantitative and qualitative data sets to inform the school decision making process and advance student learning and growth. School staff engaged educators, students, families and community members to find innovative ways to support students with unfinished learning. Our counselors and behavior support specialists partnered with community agencies to provide a comprehensive system of support for students and families. Our heritage language teacher expanded the partnership with the Confederated Tribes of the Umatilla language department to provide activities for kindergarten and first grade students on CTUIR culture and the Umatilla language. Our Secondary Success Coach connected students from our focal groups to support them in their journey towards post-secondary educational opportunities.</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 pandemic exacerbated the already existing inequities in our community with a direct and substantial impact on our students. Unfortunately, our baseline from when we started the SIA planning process has changed drastically because of the pandemic. We are adjusting and responding to the needs of our students as best we can in a time that is very stressful and demanding for our staff, students, families, and community members. Funding alone is not always enough. We are creating new and innovative positions and finding qualified candidates with the skills to provide the services our students need is a continual challenge.</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 <a href="#">Community Engagement Toolkit</a> and where your efforts might land on the Levels of</p>	<p>As we were able to host more in person engagement opportunities the level and quality of engagement increased exponentially. Returning to in person meetings is strengthening and deepening the relationships with our priority and focal groups. We continue to partner with the Confederated Tribes of the Umatilla Indian Reservation for our Native American students. This collaboration has been</p>

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Community Engagement spectrum as you complete your response. <i>(500 words or less)</i>	<p>difficult throughout the pandemic with heightened awareness and attention to safety. We are working to deepen the work on Senate Bill 13, creating safe and welcoming schools for our Native American students, increasing representation in staffing and curriculum, and fostering cultural responsiveness for all.</p> <p>We held an in person English Learner/Emerging Bilingual family night where we were able to have individual conversations with families about what is working well in their child’s education and what we could improve. We developed a committed group of families into a special education advisory committee to improve our programs and services district wide with representation from broad walks of life and from every school in the district. Student voice is growing at all levels as we create spaces where they feel valued and comfortable.</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 SIA implementation efforts? <i>(500 words or less)</i>	Our initial analysis of qualitative and quantitative data indicates we have selected the priorities our students and families need and we need to stay the course to see the full benefits of change across our system. We have concerns that the SIA funds will backfill the state school fund meaning a reduction rather than increase in resources that are helping our students move forward.

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.*

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.			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	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.		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	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.		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			