OREGON
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2022-23 Student Investment Account Annual Report

Required Question	Responses
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?	The changes observed through the 22-23 school year from the SIA investments have shown how we are ever more dependent on the SIA funding to maintain our current level of student and staff support. The need to keep K-3 class sizes as low as possible is essential to supporting early literacy success and helping students learn to self-regulate so they can focus and learn. The support of a dean of students at the middle school, a dual language assistant, SpEd teacher and student Behavior Support staff are so engrained into our school systems now that if we ever don't have them, it would pose challenges far greater than before SIA funding. I attribute this to the post-COVID fall out we will be working through for many more years. We would not use the word "dependent" in describing how these positions fit into the schools, but "essential staff" is what I would say in regards to these positions for student success. We now have a stronger culture amongst our staff and schools around ensuring the success of all students. We also have improved support and acceptance of our Native Language program. Having a full-time language instructor who partners directly with the CTUIR language department has allowed the program to grow from just a kindergarten program to a K-2 and soon to be grade 3 program as well. All of these contribute directly to the success of our SIA goals and outcomes.
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?	Challenges to SIA plan implementation have been few. Our staff and administrators have been on board with the SIA plan, have helped write the job descriptions for the new positions and shaped them into being more effective. One challenge is the of uncertainly in funding levels and the sustainability of the level of student support we have created. The limited availability of high-quality applicants continues to be challenging but not a barrier as we have been able to hire quality personnel for each position. Another challenge has been trying to predict the future of online learning, the level of expected enrollment and the ever-changing laws around online virtual school enrollment and requirements.
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	Our relationships and engagement with students, focal groups, families, staff and community partners has never been more thorough. This is attributed to all the engagement and feedback required for the Integrated Guidance that took place last year and continues to be on-

Required Question	Responses
[Community Engagement Toolkit](#) and where your efforts might land on the spectrum as you complete your response.	going. We continue to have monthly consultation meetings with the local tribal education department, we hold family events regularly in each of our schools and we host a number of community partner meetings throughout the school year. On the SIA spectrum of community engagement, we are in the Consult and Involve stages. We continue to consult with all groups, however there are some groups where there is more involvement, such as with our tribal education partners. Community engagement is an ever changing area that requires constant attention; a district can never stop their efforts to communicate, listen and involve essential stake holders in our schools and the decisions being made there.
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?	Decisions made as we prioritized our efforts in the SIA implementation centered around maintaining the momentum started in the previous years. We were able to add several student support positions in year one of SIA and it takes a few years for those positions to get filled with the right people and determine the most essential daily work we need them doing to ensure student success. We are just now in this year, 23-24, feeling like we have the right people, the right job duties and the right systems in place for continued student success. We need to keep the momentum going, we need to keep the same great staff doing the work each day.

[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.

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
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		

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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	Low	Medium	High	Firmly in place	No Observable Change
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			