

Student Investment Account Annual Report Questions

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.

Annual Report Questions

| District or Eligible Charter School | |
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| <p>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)</p> <p><i>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.</i></p> | <p>While the pandemic provided some challenges for the district in regards to our SIA plan implementation, progress was made with the establishment of a district SEL Team, and increased staffing for student support.</p> <p>Our efforts focused on laying the groundwork for future implementation success, while meeting the needs of our students and the school community during these challenging times. Support for the mental and emotional wellness of our students was a primary area of focus. A group of twelve district staff members participated in a three course program through Western Oregon University and earned a certificate of applied social and emotional learning. These staff members, along with counselors and mental health specialists formed a district Social and Emotional Learning (SEL) leadership team. The SEL leadership team established the foundational frameworks that will be used to systematically support staff and students. The team established the CASEL framework, Trauma Informed Schools and Classrooms, Collaborative Problem Solving, and PBIS as the key frameworks for driving professional learning and the organization of systems and staff to move this support strategy forward.</p> <p>We were also able to move forward with increasing support for student well-being and learning through an increase in staffing. An additional fourth grade teacher, and instructional assistants for classroom support provided for a decrease in class size, while increasing our ability to support the learning needs of individual students. A half-time math teacher was added at both the high school and intermediate school to increase capacity for solid mathematics instruction and student learning. At the elementary school, we moved forward with hiring a Behavior Support Room position to support all students develop strong relational and self-regulatory competence. Focal populations were particularly impacted as the additional staff allowed us to reach out to our ELL population, better meet the instructional needs of our SPED population, and establish better two-way communication with marginalized populations.</p> |

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| | <p>In preparation for increasing support next year at the intermediate school, a counselor, behavior specialist, and classified support staff were all hired to begin in the fall. Additionally, an associate principal was hired for the intermediate school to support the increased student numbers, and to specialize in leading and supporting learning systems. We were also fortunate to hire for, and provide extensive summer learning opportunities for students in each of our buildings. This four week opportunity was available for all K-12 students, with an additional four week session for ELL students.</p> |
| <p>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)</p> <p><i>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.</i></p> | <p>The 2020-21 school year brought a number of barriers and challenges to how we operated as a school system, and with our SIA implementation.</p> <ul style="list-style-type: none"> ● Comprehensive Distance Learning (CDL) created a shift in district priorities in order to provide remote learning, with a focus on planning for CDL, two-way communication with students and families, and COVID protocols. ● Classroom Zoom sessions and online learning created barriers for teachers to engage students in the learning process. ● The opportunity for community-based onsite family engagement activities was eliminated. ● Reduction in SIA funding from the state. <p>Additionally, student mental health issues, students experiencing trauma, dysregulated behaviors, students needing additional academic support, families needing support at home, and the tremendous amount of staff training that was necessary, all impacted staff and community capacity to look beyond the crisis of the pandemic facing them.</p> |

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| <p>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)</p> <p><i>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.</i></p> | <p>The school year provided an opportunity for a broader engagement of staff, students, families, and the community as we worked to disseminate the massive amount of information throughout the year regarding COVID-19, comprehensive distance learning, hybrid instruction, and in person learning. While we communicated extensively, utilizing online and virtual platforms, email, mail, district and school webpages, Facebook, and phone calls, the focus was most often on logistics and changes to keep families informed and identify student and family needs.</p> <p>Additionally, schools and individual staff members spent countless hours in efforts to connect with students and families virtually, by phone, and with home visits. Reduced class sizes made possible by increased staffing allowed teachers to better connect with their students and families. The district also provided support for families where internet connectivity was an issue by providing personal hotspots. In addition, daily food and supplies were delivered and available for pickup to families throughout the community, providing further opportunities for family and community engagement. Hot spots and food delivery specifically supported our focal populations.</p> <p>We also offered virtual options for events such as monthly School Board meetings, PTO meetings, and parent-teacher conferences. We also had several virtual family forums which were well attended. Additionally, increased written and phone communication efforts focused on our bilingual families provided support that those families truly needed to understand how to navigate the different versions of the learning environment.</p> |
| <p>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)</p> <p><i>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.</i></p> | <p>With the challenges of the pandemic, it was necessary to move forward with strategies that would reduce group and class size, while increasing mental health and behavioral supports. Our focus remained on the most important factors, student safety and well-being, and student learning.</p> <p>Our decisions were guided by input from school and district leaders. This was done at regularly scheduled manager and administrative team meetings. Principals sought input from their staff, as well as parents and students in their daily engagement with stakeholders. We also engaged leaders in special education, operations, finance, human resources, nutrition services, and transportation services for discussions and decision-making for issues that impacted them and their teams.</p> <p>As we navigated through the year, we realized early on, the importance of having a growth mindset, and the grace needed as we build competence within the new teaching and learning environment over time. We were rewarded with greater fluency and confidence in the use of technology for learning, communication, and collaboration.</p> |