**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** |
| --- | --- |
| 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)* | Again, I want to stress that we did not implement this past year. We have been doing this work since the Fall of 2019. (Please see prior years reporting) We are in year 3 or 4 of our work with our lowest preforming students in reading, writing, and math in the primary grades. Our goals with our SIA dollars is to get EVERY student up to grade level reading by the fourth grade. We know the data shows that high school graduation rates for students that read at grade level in the fourth grade, is a great indicator of that child being successful in school. We have made progress, OUR WORK CONTINUES!! |
| 1. 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)* | We did not experience any barriers to implementation. We are in year 3 or 4 of this process and things have gone really smoothly. If anything that could be considered a barrier, it is the recruitment and hiring of quality staff to work with our students. We feel really fortunate that we were able to get several staff in place over the last few years. These have been great hires for us. We also have been involved with ongoing training with staff to work on skills that help all students, these are derived from the Orton/Gilligham work in Dyslexia. Our progress has been very good and we are again training a handful of new hires this fall of 2022. |
| 1. 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](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5B1%5D.pdf) and where your efforts might land on the Levels of | In as such as we have a very small school District. (70 students Prek - 12) community engagement for us easy. Our school is the center of many of the community and school activities and we see and hear from our community in these varied functions that we host. IE: Music Concerts, Family Game nights, Parent conference, Back to school nights, several athletic events for elementary, junior high and high school, auction fundraisers etc. |
| 4. Community Engagement spectrum as you complete your response. *(500 words or less)* | Engagement for us hasn't changed this school year. Our focal groups are very small and some of the groups ODE asks us to engage with, we simply do not have in our community. But we feel very strongly that we are communicating and engaging effectively with all our various focus groups. |
| 5. 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? *(500 words or less)* | Our choices were guided by the knowledge of the low income of the families that we serve and our working knowledge of the number of students that come to us unready for school. Many of our students don't get the early learning opportunities at home. We spend time in k-2 working to get them up to grade level and be ready for 3rd grade. Our para's are all now trained in Dyslexia and executive functioning skills to help our lowest kids progress. We feel good about our progress. |

1. *(Optional)* [SIA Progress Markers](https://www.oregon.gov/ode/StudentSuccess/Documents/SIAProgressMarkersFinal.pdf) 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*](https://www.oregon.gov/ode/StudentSuccess/Documents/SIAsupportingqualityimplementation.pdf)*, 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** |
| --- | --- | --- | --- | --- | --- |
| *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** | **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 |  |  |

| **(Optional) Explanation of any progress marker ratings:** |  |
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