

**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
<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? <i>(500 words or less)</i></p>	<p>There were a number of changes in behaviors, actions, policies, and practices related to our SIA implementation during the 21-22 school. First and foremost, we were able to keep elementary class sizes relatively low due to our increase in elementary teacher positions. Additionally, we were able to provide students with greater access to mental health support and small group interventions due to strategic SIA investments. Finally, we significantly expanded our extracurricular program offering as part of our SIA implementation. This created significantly more opportunities for students and teachers to get involved in these engaging 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? <i>(500 words or less)</i></p>	<p>As community and state leaders are aware, COVID greatly impact school operations during the 21-22 school year. Initial quarantine requirements created significant attendance challenges that served as barriers to student learning and SIA implementation. We did not significantly alter our SIA plan besides adjusting some activities to allow for greater credit recovery support for our most at-risk students.</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 Community Engagement spectrum as you complete your response. <i>(500 words or less)</i></p>	<p>Through surveys, listening sessions, public meetings and informal conversations we continue to gain insight from students, families, staff, community partners, and focal groups. Unfortunately, throughout the 21-22 school year we experienced a number of contentious public board meetings related to COVID procedures, curriculum, and general political discontent. We will continue to work closely with our students, families, and community groups to solicit feedback and make school improvements as well as strategic SIA investment.</p>
<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></p>	<p>The unique needs of individual students and focal groups stands out as we reflect on our choices and prioritization efforts in this year's SIA implementation. Every student brings a unique set of strengths and challenges to school each day. Keeping our district adequately staffed to meet the needs of each individual student is an essential element of our continued SIA implementation. As we move forward with future SIA plans, we will prioritize meeting the unique needs of individual students and focal groups.</p>

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			x		

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<b>Significance of Progress Marker Changes</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Firmly in place</b>	<b>No Observable Change</b>
experience through active and consistent community engagement.					
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
<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			

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

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
plan to take after they graduate from high school.					

<b>(Optional) Explanation of any progress marker ratings:</b>	
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