

2022-23 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.

Annual Report Questions	
Question	Context/Guidance
<p>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? (500 words or less)</p>	<p>SIA funds ncrease of more than ten IAs in our district to maximize small group instruction and academic support based on individualized paths for students. This is directly related to our primary grades' increase in reading abilities and summative math scores. For secondary students, access to alternative methods of showing proficiency (including GED and Credit Recovery), while still being in their local district, increased our regular attendance and graduation numbers while decreasing our dropout rate.</p> <p>SIA funds support staff in our district with mental health training. We are fortunate to have counselors at all of our elementary schools who not only support students but also staff. These counselors provide lessons and check ins and encourage our students to deal with conflict in healthy and sustainable ways.</p> <p>The increased support for our EL populations is evident in our budget and has allowed us to have a co-teaching model in our elementary school that supports a dual language program/cohort. This will continue to assist students in reading and writing goals and allow their success through the rest of their schooling.</p> <p>We have made progress in our communication with focal populations and their families (multilingual).</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>Increased enrollment in our district is a blessing and a curse and impacted some of our spending plans. Kindergarten numbers grew specifically over the previous year. SB 819 had impacts on hiring needs as well. Support of all students and their individualized needs will often mean the shift of resources. Our district was able to add positions to support Kindergarten teachers as well as our SpEd programs. Because of our continued focus on small class sizes we are</p>

	<p>able to prioritize the allocation of our SIA funds to these areas. The challenge and barrier is the number of qualified applicants for all the new positions. There are definitely more positions available than there are people wanting to fill them. Our principals and district staff were relentless in their recruiting efforts and still there are positions to fill.</p> <p>Challenges continue to exist, as they do all over the state, around attendance. We have increased our communication with families and the community to understand the barriers that exist and to try to be responsive to the needs of our families.</p> <p>CTE programs and the number of pathways that students can expand into allows for many opportunities for our schools. Connection and purpose lead to higher attendance among our high school students specifically. Clubs and extracurricular activities at all the school levels lead to enjoyment and connection with caring adults.</p>
<p>3. SIA implementation includes ongoing engagement with all students, focal students¹, 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 and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. (500 words or less)</p>	<p>Empathy interviews continued to be conducted with students by school staff (counselors and administrators). These empathy interviews focus on focal populations in our schools in order to continue to provide resources, support, and training for the students, families, and staff around issues that are most present. Parent and staff surveys were given at the end of the year and were presented to building administrators and goals were created to address the areas of concern and to maintain the areas that were highly regarded. It is Crook County School District’s goal to continue the positive work around communication and expand the outreach to multilingual families.</p> <p>Community partnerships help our students have access to additional resources for specialized needs and projects. CCSDs ongoing partnership with Meta, Kiwanis, and Central Oregon Community College are just a few examples of the organizations that look to support students and family.</p>

¹ Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

	<p>Systems of Care work regionally to strengthen the mental health resources that CCSD can make available to our families and students. CCSD continues to work closely with High Desert ESD and the supports they provide to our district.</p> <p>CTE programs have also fostered community connections for our school and students. One example is the work our Construction and Manufacturing students are doing with the local humane society (with assistance from Meta).</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 implementation efforts? (500 words or less)</p>	<p>Future efforts will continue to focus on supporting our students with as many caring and well-trained educators and staff as possible. Student learning and success is tied to putting systems and people in place in order to support that growth with a big focus on keeping class sizes lower. We will also continue to prioritize spending and time to provide students with extra curricular and extension activities based on interest and academic support. Crook County School District understands that smaller class sizes and tiered support for students, even with a consistent 2%-3% growth of our population, will continue to be important. When maintaining smaller class sizes and increased adult support is your priority, implementation of SIA funds towards the goals (district and state) makes sense.</p>

5. (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 2022-23 school year, 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: 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.

Context is important, particularly when it comes to evaluating progress towards intended outcomes. With that in mind, making little or no progress towards outcomes is also valid and should not always be perceived negatively, but rather as an opportunity for shared learning and understanding to inform programmatic changes or potential needs from ODE.

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 is the default option, and 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 2022-23 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			

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
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,			X		

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
are documented and communicated to staff, students (developmentally appropriate), and families.					
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			x		

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that disconnect students from their educational goals and/or impede students from graduating on time.					
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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