

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.

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District or Eligible Charter School	
<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>The ultimate goal of our school district is to fully meet our students' mental, behavioral, and academic needs. Although significantly reduced, the 2020-2021 Student Investment Account funding helped move us closer to our goal.</p> <p>Using SIA funding, we reduced elementary class sizes through strategically increasing our K-5 teaching staff throughout our district's 5 elementary schools. This intentional staffing increase allowed for greater individual student support throughout the pandemic. With a reduced teacher-to-student ratio, staff were able to provide students more individualized mental and behavioral health tailored to their needs. In addition, the staffing increase created more individualized academic support to reduce academic disparities amongst SIA focal populations. These additions certainly helped CCSD make progress towards the goals and outcomes desired through the SIA funding and processes.</p> <p>In addition to the increased staffing support at CCSD elementary schools, at Powell Butte Community Charter School, K-5 students participated in SEL classes once a week throughout the year, using the Strong Kids curriculum. Classes were instructed by Students and Family Services Coordinator. Students in grades 6-8 completed an SEL 6-week unit in February, using the Strong Kids and Mind-Up curriculums. Classes were instructed by middle school teachers. In addition, PBCC students participate in specials and enrichment classes three times a week. Classes include art, music, place-based field studies and gardening. Finally, PBCCS increased support staffing to ensure students were receiving targeted ELA and math interventions 3-5 days per week. Support staff participated in training to ensure appropriate implementation of intervention.</p>

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	<p>The school Administrator and Student and Family Services Coordinator worked directly with teachers and support staff in Data Teams, CARE Team and PLCs to ensure intervention plans were strategic and effective.</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>The 2020-2021 school year brought a number of barriers, impediments, and challenges to traditional school operations and our SIA implementation. The reduction to our original 2020-2021 SIA allocation certainly was a significant barrier to our SIA implementation, however the flexibility of our staff and community allowed for tremendous progress in spite of the challenges.</p> <p>Besides the substantial SIA budget reduction, another significant challenge to our SIA implementation was the inability to host in-person community listening session due to COVID-19 restrictions. While the district improvised with weekly, virtual listening/information session and provided stakeholders access to digital surveys, we sorely missed the ability to have meaningful, in-person dialogue with our stakeholders.</p> <p>In addition to the lack on in-person opportunities for community stakeholders, COVID-19 regulations inhibited traditional small group collaboration techniques that help facilitate academic differentiation for students in the classroom. While staff modified their practices to meet COVID-19 protocols and students’ learning needs, small group instruction and intervention, which was at the cornerstone of our initial SIA plan, had to be altered to comply with the distancing requirements in the Ready Schools, Safe Learners’ guidance.</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>One of our successes from the 20-21 school year regarding ongoing engagement with focal students and their families was our ability to continue lines of communication with our families throughout the pandemic. We engaged families through weekly, live virtual meetings and even used a portion of our SIA funds to fund a Communications position to improve our outreach to focal students and their families.</p> <p>A continued challenge regarding family engagement was finding their right time, format, and manner to engage students and families from our focal populations. It is clear that no a single format or manner of engagement works for everyone. We will continue to offer and experiment with various methods and structures to engage our focal students, the families of focal students, and educators.</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>At the center of our choice and prioritization efforts for our first year of SIA implementation was our focal student population and community input and the Oregon Equity Lens.</p> <p>Listening to the needs, hopes, and desires of our focal student population and other community stakeholders was an essential element of our 2020-2021 SIA implementation & prioritization. As we were forced to make significant SIA budget reductions, it was clear that prioritizing our class size reduction strategy would leverage our SIA funds to best support student’s social, mental, and emotional health needs as we went through the pandemic. This allowed teachers to focus on smaller number of students, therefore increasing the level of individualized support they could offer.</p> <p>The Oregon Equity Lens also served as a valuable lens through which our decision-making framework could operate to ensure all students feel safe, secure, welcome, and successful in Crook County schools. The guiding questions from the equity lens were central in determining the best course of action as SIA processes and funds seemed to be continuously evolving.</p>

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5. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required, please consider charting your assessment of the significance of the kinds of changes you think happened 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, nor report on them individually. This completely **optional** question is being offered for grantees that would like to start reporting on the changes they are starting to see on the progress markers. Few grantees would see changes in each progress marker and it is ok to only capture changes that have actually occurred. Given this is an optional question, you can also only provide a response to some of the progress markers; you're not required to provide a response to every progress marker. The "no change" option should be selected when there has not been any noticeable changes for a progress marker. The significance of progress marker changes ranges from low significance of change (smaller shifts) to very high significance of change (larger shifts).*

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<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	

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Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
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	No Change	Low	Medium	High	Very High
<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	
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.			X		

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Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<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 plan to take after they graduate from high school.			x		