

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>Our SIA implementation during the 2021-22 school year strengthened teacher’s instructional practice, increased the number of teacher resources, and increased our mental and behavioral health supports for students. Specifically, our continued implementation of our newly adopted K-5 language arts curriculum (also being piloted in grades 6-12), and our recently adopted mathematics curriculum, along with their associated professional development, has deepened teacher knowledge and refined the use of content-specific, high-leverage, strategies in classrooms. Additional staff in key high-need areas, such as mental health, behavior, and social-emotional learning, have greatly benefitted each building. Throughout our elementary and middle schools, we have increased FTE for licensed behavior specialists and classified behavior support staff. We are also building our first-ever districtwide multi-tiered system of support (MTSS).</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>Staffing and substitute shortages have made it challenging to utilize all SIA-funded resources as planned due to the need to cover or support other areas or programs within our buildings on an as-needed basis. We have, however, been able to maintain hiring for these positions. COVID restrictions and requirements hindered some of our community engagement efforts.</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 Community Engagement Toolkit and</p>	<p>COVID restrictions and requirements hindered some of our community engagement efforts. Though we continued to provide opportunities for both in-person and virtual communication, participation was lower than we had hoped. Stakeholders shared concerns ranging from fear of contracting COVID to opposition</p>

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<p>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>to vaccination and/or exception requirements. Using the Community Engagement Toolkit as a reference point, our efforts fell into the Inform and Consult stances. We provided students, families and our community with relevant information for them to support and understand our district/school goals, and we did gather input from students, families, and community. Decision-making and leadership roles, however, were not shared as robustly as described in the Involve, Collaborate, and Defer stances.</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>Reflecting on our SIA implementation for 2021-22, what stands out are the academic and social-emotional successes of funding curriculum and social-emotional resources in our schools. Research-based and aligned curriculum has been reshaping our PLC work, supporting our data conversations, informing our conversations with students and families, and building both internal and external confidence in our academic program. These tools allow teachers to respond in the most effective and efficient ways to the increased academic needs of our students as heightened by recent unfinished learning. The impacts of the COVID-19 pandemic, alongside the increasing complexity and number of social-emotional, behavioral, and mental health needs of our students, has solidified the importance SIA funds have allowed us to dedicate to additional FTE in this area. Both takeaways will greatly influence our future SIA implementation efforts, as we are already seeing the need to reprioritize our districtwide programs and staffing to better meet the needs our students are demonstrating.</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 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		X			

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
processes, including barriers to engagement and attendance.					
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
<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		

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

(Optional) Explanation of any progress marker ratings:	
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