

Parkrose School District - 2022-23 SIA Annual Report

Q1. 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?

Last year, we aimed to enhance instruction and raise our graduation rate. Thanks to the SIA funds, we could provide valuable professional development opportunities for our teaching staff. The professional development programs instilled confidence in teachers, which significantly improved their instruction quality. Our objective is to equip teachers with the necessary resources to succeed and positively impact our students' educational journey. The SIA fund played a crucial role in enabling us to recruit essential personnel like family liaisons and family liaisons to reconnect youth at the secondary level. The staff in these positions formed positive bonds with families, leading to the improvement of school-to-home relationships. They also engaged with students who were on the verge of dropping out or had already dropped out and helped them to re-engage with school.

Q2. 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?

Our main lesson learned this year is that we must improve our initial planning process. At times during the year, we struggled to align our spending with the plan we had written in the previous year.

Q3. 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

As an organization, we have made a deliberate effort to reach out to our community for feedback. We have conducted surveys and created affinity spaces for students and parents to share their thoughts and opinions. Based on our efforts, we categorize our approach as being somewhere in the middle of the spectrum of community engagement, ranging from being involved to collaborative.

Q4. 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?

Our primary focus is to provide excellent instruction, increase graduation and college enrollment rates, and offer a well-rounded education.

Q5. What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response:

<https://www.oregon.gov/ode/StudentSuccess/Documents/SIAProgressMarkersFinal.pdf>

"This quarter, we have seen a vast increase in parent engagement around youth athletics. Parents are excited for their students to have the opportunity to play organized sports and represent their school. Parents and guardians have requested to be volunteers at different sporting events.

Our family liaison at the elementary schools and reconnecting youth positions at the secondary level have added to a positive school climate for students and families. The family liaisons create a warm presence for families visiting the schools. For years, our Spanish-speaking families felt disconnected when they came to the school. They often had no one they could communicate with in their native language. By hiring the family liaisons, they can speak with many of our families that have been disenfranchised. Families have been excited about the changes being made. The reconnecting youth position at the secondary level has similarly impacted students and families. They can reconnect with students who have been disconnected from school and provide them with the support and interventions to get back on track."

Q6. What evidence can you point to that supports the impact you have described occurring?

SWIFT Team meetings and new teacher cohort, Equity and Inclusion coaching and professional learning (coaching mission, agreements, cycles, coach sessions documents, equity instructional rubric), SEL and Language Arts curriculum implementation, Elevate Oregon Mentorship development, elementary and middle school sports leagues, Student-led empathy surveys, and Climate and Culture team meetings



Q7. Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.

Our Equity and Inclusion coaches are collaborating with staff in their respective buildings to change the climate in our elementary schools. They serve on critical committees that make decisions impacting our students' educational settings. They also meet with individual teachers to identify strategies to increase student engagement and achievement.

Q8. What lessons, constructive or critical, have you learned throughout this reporting period of SIA implementation?

Hiring for positions post-pandemic is still a challenge. We have jobs posted on our website and other platforms that still need to be filled. We have found success by filling positions with our Grow Your Own Program members and hiring former students who graduated from our high school. These hires allow us to diversify our workforce. It also speaks to how former students had positive experiences in our system to return as employees.