



LINCOLN COUNTY
SCHOOL DISTRICT

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Student Investment Account (SIA)

Annual Report for 22-23

November 14, 2023

SIA Annual Reporting Requirements

- SIA recipients are required by statute to review their own progress on an annual basis through an annual progress report and financial audit.
- ODE's annual report consists of four narrative questions and Progress Marker Ratings.
 - Progress Marker Ratings remain optional for the 21-23 biennium.
- SIA recipients are required to:
 - present their annual report to their governing board at an open meeting with opportunity for public comment,
 - and post the report to the district or charter school website.

Annual Report Narrative #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?

- Policy AAA - Equity Lens
- Aligned programs that support students outside of the classroom.
- Ability to provide assistance to families and students in accessing community supports.
- Creation of Tier II and Tier III supports in academics and behavior
- Providing support to elementary teachers that increases their ability to reach all students
- Increase in the districts understanding of our community's needs and how to respond
- Increase in the access to music instruction

These changes demonstrate a multifaceted approach to improving student outcomes, including academic performance, behavior, and well-being, which aligns with the goals of the SIA plan. These changes reflect a commitment to fostering an inclusive and supportive learning environment that addresses the diverse needs of students.

Annual Report Narrative #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?

Barriers/Challenges

Unfilled positions - used \$ to pay for other activities

Lack of qualified applicants

High turnover

Lack of qualified subs to fill positions when permanent employees take long term protected leave

Adjustments

Hired an SLC TOSA

Purchased Special Education curriculum

Paid for all HS Pay to Play fees

Hired additional Bilingual Customer Service Coordinators at TOES, OL

Paid for MS Coaches

Annual Report Narrative #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?

- Hispanic family engagement ongoing - Newly hired Hispanic Family Liaison. We had three family events last year. We used parent feedback to plan for events.
- Title I family nights maintained and changed the family nights to coincide with other activities to ensure more parent input.
- Special Education family nights - Started having them! 6 in total last year. Developmental Disability Services and Area Service Coordinators present to provide information to families on resources. Presentation on special education services through age 21, with opportunity for input and questions from families.
- Service Coordinators and nurses had tables for educating families on services available at our schools. They set up at conferences and planned school engagement evenings at schools.
- Survey of staff: specifically related to elementary reading and elementary math and new teachers (TOSAs)
- Community agencies LCMH, LCJD, Reconnections, Olalla using school facilities to meet with students and or involved in Tier 2 SEL groups. We served over 80 students in Tier 2 SEL groups co-facilitated with LCMH.

Annual Report Narrative #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?

- Intentional support of our students and families in historically underrepresented groups. (Indian Education, Multilingual learner, special education)
- District-level community outreach activities have been consolidated this year to draw more participation from the community and expand the range of programs and services offered as topics
- Providing healthy and equitable opportunities to engage in education: nursing staff, service coordinators, bilingual staff
- Supporting well rounded education for students: music, co-curricular opportunities,
- Continued PD and learning for Student Support Facilitators: MTSS, Functions of Behavior, Restorative Practices, PBIS, intervention implementation and data tracking

We believe what we have learned will serve as a foundation for future initiatives. The intentional support for these things will continue to be guiding principles in ensuring that every student receives the support and resources they need to thrive.