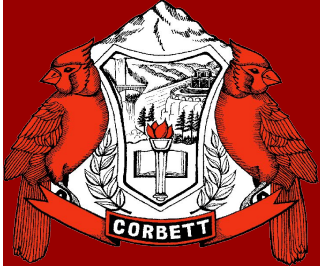


Corbett School District

Student Investment Account(SIA) Annual Report

December 20, 2023



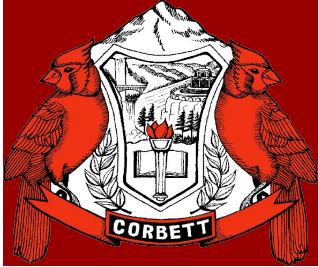
SIA Allowable Spending Categories

❖ Mental Health and Safety

❖ Class Size

❖ Well-Rounded Education

❖ Instructional Time



SIA Grant Priorities

Community generated spending priorities:

- ❖ Increase student access to counselors/mental health professionals.
- ❖ Address individual student needs through strategic class size/caseload reduction.
- ❖ Broaden curricular options, specifically Career & Technical Education (CTE) at the High School.

SY 2022-23 SIA Activities

\$837,315.02

Spending Category - Health and Safety

Continuing SIA activity for 2022-23

- ❖ Continue to partially fund one full-time counselor to serve students at the CAPS.

New SIA activity for 2022-2023

- ❖ Partially fund an FTE dedicated to counseling services at the High School

2022-23 SIA Activities

\$837,315.02

Spending Category - Class Size

Continuing SIA activity for 2022-23

- ❖ Continue to fund one classroom teacher at grades K-1 to maintain an average class size of 25 or lower.
- ❖ Continue to fund one additional full-time special education teacher to serve students at the Middle School.

2022-23 SIA activities
\$837,315.02

Spending Category - Class Size

Continuing SIA activities for 2022-23

- ❖ Increase FTE dedicated to English Language Development services from .5 to 1.0 to serve students K-12.
- ❖ Increase FTE dedicated to intervention services from .5 to 1.0 to serve students at the Grade School and Middle School.
- ❖ Hire an additional four paraeducators to increase one-on-one and small group instruction at the Grade School, CAPS, Middle School and the High School.

2022-23 SIA Activities

\$837,315.02

Spending Category - Well-Rounded Education

Continuing SIA activity for 2022-23

- ❖ Continue to fund one full-time CTE position at the high school.
- ❖ Allocated \$57,000 for new CTE supplies and materials.

Proposed 2023-24 SIA Activities

Preliminary Allocation \$850,795.93

Continue to fund:

- ❖ 1.0 FTE self-contained classroom teaching positions in grades K-1.
- ❖ 1.0 FTE CTE instruction at the high school.
- ❖ 1.0 FTE learning specialist at the middle school.
- ❖ .5 FTE ELD specialist.
- ❖ Three paraprofessionals to provide intervention for students in grades K-8.
- ❖ \$30,000 CTE supplies.

Proposed 2023-24 SIA Activities

Preliminary allocation \$850,795.93

New for 2023-24

- ❖ Certified CTE teacher will solidify our program and our place in the Consortium
- ❖ Integrated Guidance reporting going forward, which includes the following consolidations: Student Investment Account (SIA), High School Success (HHS), Continuous Improvement Plan (CIP), Career & Technical Education (CTE).

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?

We continue to review and revise, where needed, our behaviors, policies and practices because of the opportunities afforded to us by SIA funding. We are continuing our pursuit of excellence where equity is concerned. We have restructured our monthly equity meetings to impact more of our staff by holding these meetings during the staff meetings of each school once a month. We have also continued to consistently and intentionally view our colleagues, our community, our stakeholders, and our students through an equity lens. This turn to equity in all areas of our district has led to practices that are working to build a stronger community within our school so that we can carry it out into our community more effectively.

With a vision to build a district with a strong equity base, funded by SIA, we were able to hire school counselors to meet the social and emotional needs of our students. Our counseling staff has been well-received by both our students and their families as both groups actively reach out for assistance. These professionals have served our students and supported our faculty as they assess student needs, connect families to community resources, and facilitate student well-being.

With SIA funding this past year we have been able to hire a full-time CTE teacher and expand our class offerings for those students who are interested in career and technical education classes because we understand the importance of offering equitable educational opportunities to all of our students. We now have a true CTE program with a series of three classes offered by a teacher with CTE certification.

As we strive to regain the learning loss and lockdown and isolation mentality of the pandemic, SIA funding has been instrumental in helping us accomplish our goals of caring for the whole student.

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?

Even with all that we have been able to do with funds provided by the Student Investment Account, there is always more that can be done.

Our counseling team has been well-received by both the students and their families, but now that our students are realizing that caring for your mental health and your social and emotional welfare is important, more students are willing to share their stories and seek guidance from the counseling team. Regrettably, many students are still on the fringes of support as they face various struggles throughout their day. Just as we want to reduce our class sizes and our student to teacher ratio, we need to also create smaller, more manageable groups for our counselors as they facilitate mental health care to our students and help to support their families. Unfortunately, we have seen an increase in bullying and hate speech and we feel it is because of students forgetting how to be kind and respectful to each other during the isolation of the pandemic. Small class sizes may not be enough right now to help bridge the gaps that continue to persist as students settle back into the routine of doing school on campuses and socializing with their peers and their teachers in person.

Additionally, our Special Education department has gained a reputation for excellent care and assistance to students and their families and we have a large percentage of these students for a district our size. However, we continue to be short-staffed in the number of paraprofessionals needed to aid these students in their various settings. Therefore, to keep our student-to-teacher ratios small and our caseloads manageable in our Special Education Program, the number of new hires from last year, again, need to be almost doubled this year.

There were no long-lasting adjustments made in 2022-23 to account for these barriers and challenges, however we are actively seeking resolutions this year.

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? Consider the Community Engagement Toolkit and where your efforts might land on the spectrum as you complete your response.

With the knowledge that community engagement is an ongoing process and one that will always function best when the arrangement is intentional and authentic, we as a district have much improved in our engagement of our community stakeholders and parents. For the beginning of the school year 2022-2023, according to the ODE Community Engagement Toolkit, our level of engagement began with a 1, which correlates on the chart to “inform.” We were very good at communicating with our families and community partners and letting them know, informing them, when emergencies, events, or incidents occurred in the district. However, we rarely had a two-way communication system where we could “consult” the community and other stakeholders about their opinions or concerns. We decided to use grant funds to purchase Panorama, a national survey focused on parents’, students’, and staff’ perceptions. The survey then analyzes those perceptions and shows how they are linked to academic outcomes. This was a useful tool to help us start a conversation on how to best engage our community in some conversations about school decision-making.

Our Superintendent’s short videos in the monthly district newsletter, as well as weekly and bi-weekly newsletters from various schools and Principal chats with parents each month, all work together to keep families both informed and engaged about what is going on in our district.

Last summer we sponsored the fourth of July parade for our local community and more recently, we allowed our Grade School parking lot to be used for a community Trunk or Treat even during Halloween. We also received a grant from PGE to purchase an electric charging station for electric vehicles. This service will be made available to all of our community members.

We will admit we still have some work to do in this area, but we are encouraged by our growth and are planning more ways to involve and collaborate with our community in the next school year.

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?

When we were first granted SIA funds, we had four priorities: integrating social and emotional learning and trauma-informed practices into our K-12 instructional program, expanding CTE options for our high school students, renovating the newly purchased Reynolds property to house the middle school, and reduce class sizes and special education caseloads.

Our district has always been student-centered, and as the world has become more diverse, and Oregon's ethnic demographics are slowly changing, our district has more recently become more equity conscious. Every recommendation made by these surveys and community talks led to decisions that would increase the academic, emotional, and social growth of our students. The Student Investment Account has done a great deal to propel our district forward to be a relevant part of the educational voice in Multnomah County. So we gratefully look forward to the distribution of these funds next year as we anticipate sustaining some decisions we made previously and make plans to create new opportunities for our students going forward.

Some lessons learned during this process have been: to allow the parents an opportunity to have a voice, to guide the students as they hear their own voice, and to be willing to collaborate with community partners and share in their voice. The Student Investment Account has made a great difference in the way we could afford to do school, but it also changed the way we wanted to do school. With the security of funds that could include all aspects of student's lives and well-being, we have learned that it is difficult to see any aspect of schooling without using an equitable view; we acknowledge that parents send us the very best that they have and we are to educate that child and guide them to be productive citizens in the community; we are reminded that all students can learn and SIA funds are helping us to reach a level of growth towards success that we would not otherwise be able to achieve.

Progress Marker Ratings

“Expect to see”: the kinds of early changes we believe are widely shared and anticipated from SIA implementation.

Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.	Low/ Medium /High/No observable change
An equity lens is in place, adopted, and woven through all policies, procedures and practices.	Low /Medium/High/No observable change
Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance.	Low/Medium/ High /No observable change
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	Low/ Medium /High/No observable change
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.	Low/Medium/ High /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.	Low/ Medium /High/No observable change

Progress Marker Ratings

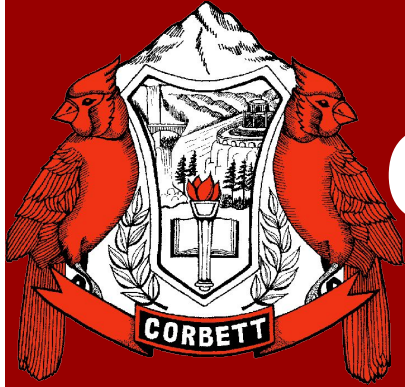
“Like to see”: changes we would like to see connected to SIA investments:

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.	Low/Medium/High/No observable change
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	Low/Medium/High/No observable change
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	Low/Medium/High/No observable change
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	Low/Medium/High/No observable change 15
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	Low/Medium/High/No observable change
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	Low/Medium/High/No observable change

Progress Marker Ratings

“Love to see”: changes we would love to see connected to SIA investments:

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.	Low/Medium/High/No observable change
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.	Low/Medium/High/No observable change
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.	Low/Medium/High/No observable change



Corbett School District

Questions?

Thank you!