

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. **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.

Annual Report Questions

District or Eligible Charter School

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)

Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.

MCSD's SIA plan centers around improving opportunities for our families in all situations.

We focused our efforts in three areas:

1. providing comprehensive wraparound support for our families (CARE, SRO, and CCS support)
2. Increased instructional opportunities/reduced class sizes (elementary PE and music; elementary instructional coaches; additional ELL learning support)
3. Friday learning opportunities - STEAM/Fun Fridays (4 per year)

Even with the reductions in SIA funding we were able to maintain our focus on these goals in large part due to our established partnerships with agencies in Morrow County. Our communities have time and again affirmed their commitment and support of our students through their efforts to partner with us in unique ways even during challenging times.

In light of the impact of COVID-19 in the last two and a half years it is especially important to call out our relationships with Community Counseling Connections and Morrow County Health Department. Through our partnerships we were able to continually support our families and their needs and maintain a high level of in-person instruction.

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)

Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.

Our challenges remain fairly consistent and focus mainly on finding qualified staff for our open positions. Over the last two school years we have had to leave several licensed positions open due to unqualified or no applications.

As we have returned to a more "normal" school setting we are also finding a higher number of students with extreme

Fall 2022 Annual Report Questions



District or Eligible Charter School	
	<p>behavior needs, we have been able to utilized SIA funds on staff focused on behavior support and instruction.</p> <p>SIA itself has also created some challenges in the shifting landscape of the grant requirements and processes for applying and reporting out on the grant. This money is invaluable for the district and our goals in supporting our families, but at times the process has created huge hurdles for districts our size or smaller.</p>

Annual Report Questions

<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><i>Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.</i></p>	<p>In our initial planning for our SIA implementation we were able to make connections to stakeholders in each community, including our focus populations. These outreach efforts involved a variety of strategies as we worked with individual communities to create authentic opportunities for everyone to engage in dialog. Some examples include: online surveys; community presentations in multiple settings; parent nights; student surveys, and surveys sent specifically to at-risk populations.</p> <p>During the 21-22 school year we maintained our communication efforts as much as possible with all stakeholders. Being able to hold virtual meetings and share updates and progress was a great tool. We did however, find that it was more difficult to get specific feedback regarding our plan progress as families were more focused on topics more specific to COVID-19 (mask rules, school access, bussing, and extracurricular activities).</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><i>Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.</i></p>	<p>Due to our high poverty, migrant, and ELL populations in our district it has become second nature to ask ourselves if what we are doing is best for all our students, but specifically these groups. As a result, we continued to prioritize our Wrap Around program that is made possible through collaboration with multiple agencies within our county.</p> <p>With the return to more normal school routines we will also begin holding parent information sessions during the weeks of parent teacher conferences. These will be held in both English and Spanish with the support of our bi-lingual wrap around staff.</p>

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*

Fall 2022 Annual Report Questions



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	
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	

Fall 2022 Annual Report Questions



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

Fall 2022 Annual Report Questions



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	