

Student Investment Account Annual Report Questions

20-21 Annual Report Questions

District or Eligible Charter School	
<p>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?</p>	<p>In collaboration with the District Equity and School Improvement Team, activities were chosen to be implemented based on the reduced allocation and on what was possible within the pandemic context. Since we could not fully implement activities due to closures, for those things that were put on hold, planning and steps toward implementation that did not require funding still continued. This included planning around Universal Design for Learning, hiring for fall 21-22 positions, initial steps for equity and inclusion coaching system development, and initial introductions to Universal Design for Learning. Some activities were fully implemented and will continue to be refined and supported in the coming years. These include fully funding and launching a special education self-contained communication classroom that now provides a continuum of services for students k-5. We were also able to decrease special education case loads at the high school. We increased access to well rounded arts programming at the middle school and provided bilingual family liaisons to increase connection for families to schools. Additionally, we were able to launch and support our first cohort of teacher candidates through our Diverse Teacher Pathway Program, with the first graduate being placed in a Parkrose teaching position in the 21-22 school year.</p> <p>Despite the challenges of the pandemic, steps were taken to move forward on SIA</p>

	<p>strategies. It is important to note that many of the activities that are a part of our SIA strategies are long term plans for sustainability, not short term fixes, so it is going to take time to fully implement and see the impact of this plan.</p>
<p>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)</p>	<p>While the obvious barrier was the pandemic, additional challenges were spotlighted as a result. For example, the pressures of operating schools amidst a pandemic, and the addition of COVID safety protocols and Ready Schools, Safe Learner compliance and reporting meant that there was even less staff time, focus, and energy to put towards our SIA implementation. In a small district with limited capacity, where folks managing the SIA implementation wear multiple hats, this is a very real challenge. Additionally, timelines for the fiscal year spending, with no carryover allowed, is an impediment to thoughtfully being able to implement activities. Districts need to move at the speed of their community, and while this work is urgent, urgency due to an artificial timeline should not be placed over thoughtful and sustainable implementation. The additional summer extension was much appreciated, but being provided flexibility to use funds in a timeline that meets the local community's needs would be beneficial overall.</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>Virtual engagement has been a positive aspect of implementation during a pandemic. Families were able to participate from the comfort of their own home, interpretation via Zoom in multiple languages was possible, and teachers were able to connect with families in multiple ways to gather feedback.</p> <p>We continue to rely on our culturally specific partners for support in engaging our historically</p>
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	<p>underserved families and students, and will continue to build these partnerships to improve our engagement structures.</p> <p>Our plans in many areas really have been informed by the changing needs in our community that have surfaced during the pandemic. Some pertain directly to our 21-23 SIA plan, such as the addition of increased Trillium mental health access in response to trauma from the pandemic, and the prioritizing of PE teachers within the 21-22 school year due to a year of decreased activity at home. We are finding that it is important to balance fidelity to our initial SIA planning with the realities of living within a trauma impacted community.</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>Our district wide Equity and School Improvement Team determined priority choices. This team is made up of teachers, administrators, staff, community members, parents/guardians, and community partners. Additionally, a move toward collectivism within our district leadership influenced process decisions within implementation, with a focus on aligning priorities and practices. Finally, the realities of a pandemic year made us focus on the essentials, but also simply precluded some things we wanted and expected to do.</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.

In light of the pandemic school closures, and the reduced allocation leading to only partial implementation of activities, Parkrose has chosen not to officially report on progress markers within the 20-21 school year. However, the changes listed within the tables below will be used in the coming years as checkpoints around our progress.

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.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.					
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.					

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.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

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.					
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.					
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.					