

2022-23 Student Investment Account Annual Report Template

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	
Question	Context/Guidance
<p>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? <i>(500 words or less)</i></p>	<p>Teacher teams continue to develop a deeper understanding of equitable instruction through our PLC work. This has been supported by our Professional Development planning. Teacher teams have been guided by our coaches and administrators to develop Unit Maps using our Projection Maps. Many teams have completed a year's worth of Unit Maps. We completed four Assessment Cadre professional development sessions in order to train all of our teachers in assessment literacy. Our teachers have almost completed writing summative common assessments in English Language Arts in grades k through 5, and for each subject in grades 6 through 12. These changes will contribute to our goals and outcomes by guaranteeing that EVERY student across our district is receiving the same high quality instruction to standards.</p> <p>We have also deepened our support for students across our school communities with social workers and school counselors. Students and families have locations to complete paperwork and to speak to staff in their home language. Staff have an increased awareness of how to access these supports for their students and families.</p> <p>Another huge practice that continues to change in our district is support for our highest needs high school students. Through Sequoia Falls Academy, we are able to re-engage students who have completely dropped out of school, offer therapy to students in crisis and bridge the barriers to complete school and stay on track to graduate at the same time.</p>

<p>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? (500 words or less)</p>	<p>Overlapping reporting windows has been increasingly difficult with grant reporting. Our business office is wrapping up an audit, we don't yet have executed grant agreements, we have unfilled staffing positions, and we are scrambling to provide real time progress and funding for this year and last year.</p>
<p>3. SIA implementation includes ongoing engagement with all students, focal students¹, 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 Levels of Community Engagement spectrum as you complete your response. (500 words or less)</p>	<p>Our ongoing community engagement fell into inform, consult, and some involve . We found that inform needs to be constant - every event in the district needs to include basic information in order to build opportunities to do more.</p> <p>We completed our annual Youth Truth survey with students grades 3-12, all staff members, and parents. We presented at school board meetings with options for public comment.</p> <p>We have had student focal group sessions. We have had interactive workshops with our union leaders. We attempted to form advisory committees and were not successful.</p>
<p>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 implementation efforts? (500 words or less)</p>	<p>Student need continues to be our priority. Sequoia Falls Academy, social workers and school counselors will continue to be a huge priority for our plan. Providing PD for our teachers in order to ensure equitable instruction and learning across our district also continues to greatly guide our priorities. We know that coming out of COVID we have students facing needs in our schools that we are still discovering. Our laser focus on equitable instruction through guaranteeing a viable curriculum is how we will meet these student needs.</p> <p>We would like to explore more ways to collect student need information by engaging with student focal groups more. We are interested in our student focal</p>

¹ Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

	<p>groups in leading work with parents and the community, possibly in the future as well.</p>
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