

### 2021-22 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.

Required Question	Responses
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? (500 words or less)</p>	<p>SIA has provided the opportunity for our school district to expand its continuum of programming for Student and Family Services. Through the introduction of a Multi-Tiered Integrated Systems of Support lens, there has been direct investment of personnel, mindset, and prioritization of recognizing the collective responsibility of providing scholars a whole child focused education. There has been elevated focus on proactively supporting scholars and the community (trauma informed practices, cultural competency, equity – focused decision making, restorative practices, mental health supports etc.) that was stewarded with the implementation of SIA. These changes provide the foundational investment in paradigm shifting an educational system that had not been designed to factor the barriers that arise within communities due to systemic racism and historical marginalization. With continuous investment, progress monitoring, and implementation support there is revolutionary-sized impact that can occur by continuing to expand the needed supports to dismantle barriers to a scholar’s educational dreams.</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>The barriers or challenges would be full integration and prioritization with other school, district, state, and national improvement plans. Integrating the priorities of SIA within the larger organizational improvement plan is necessary for deep change in providing students with what is needed to access their education free of systemic barriers.</p>
<p>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</p>	<p>The last year we have been focused on the “inform,” “consult,” and “involve” with our community stakeholders. Using last year’s English Language Arts (ELA) and English Language Development (ELD)</p>

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<p>maintained throughout this academic year? Consider the <a href="#">Community Engagement Toolkit</a> and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. <i>(500 words or less)</i></p>	<p>curriculum adoption as an example – there was great care to consult, inform, and involve stakeholders in the process. This year the focus is to then “collaborate,” with community stake holders as we engage in a multitude of improvement efforts such as Budget Input Sessions, Math and Social and Emotional (SEL) instructional materials adoptions, Bond/Capital Campaign Sessions, and more. The goal is to deeply partner and often “defer” to our community-based organizations to support our efforts in co-planning and codesigning these improvement efforts with our stakeholders.</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 SIA implementation efforts? <i>(500 words or less)</i></p>	<p>SIA priorities for the 22-23 is progress monitoring the implementation of a myriad of supports that were provided for our community and how they can improve outcomes for students. These include but are not limited to;</p> <ul style="list-style-type: none"> <li>• Integration of MTSS supports in each building including data review and intervention mapping</li> <li>• Attendance campaigns and interventions</li> <li>• Mental Health and Behavioral Health Supports</li> <li>• Professional Development and Resource Acquisition for Social Emotional Learning, Restorative Practices, Trauma Informed Practices, Data Driven Decision Making</li> <li>• Anti-bullying campaign district wide</li> </ul>

1. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required for the 2021-2023 biennium, please consider charting your assessment of the significance of the kinds of changes that occurred 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. Progress markers are meant as a reflection tool for grant recipients to track changes when the investments create or contribute to the changes outlined. This is not meant to be a means by which ODE measures successful SIA implementation. Few grantees would see changes in each progress marker and it is okay to only capture changes that have actually occurred.*

*The significance of progress marker changes ranges from “Low” significance of change (smaller shifts) to “High” significance of change (larger shifts). The “No observable change” option should be marked when there has not been any noticeable changes for a progress marker, and the “Firmly in place” option should be marked in cases where the grantee feels that this progress marker was already in place prior to the 2021-22 school year. If you would like to add additional context to any of your progress marker responses, please use the optional “Explanation of any progress marker ratings” section at the end of the table.*

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<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			

# SIA Annual Report Template

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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			

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<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	X				

# SIA Annual Report Template

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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.		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			

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<i>Love to See</i>					

# SIA Annual Report Template

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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				

<b>(Optional) Explanation of any progress marker ratings:</b>	
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