

Annual Reporting - Reynolds SD 7

Questions	2022-23 Annual Reporting Response
<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?</p>	<p>When educators across the district when surveyed via the Educational Effectiveness Survey (EES) in the Spring of 2023, 74% strongly agreed that their school had a data-driven improvement plan with measurable (an increase of 13% from the 2021-2022 school year). Time was provided during late start Mondays to allow for educators and administrators to meet in PLCs, to review disaggregated student level data to assist with improving both student achievement and school climate and culture.</p> <p>In addition, 70% of educators across the district when surveyed by the EES stated that they incorporated social/emotional learning (SEL) in their instruction on a regular daily basis. 91% of educators stated that they strongly agreed that the incorporation of SEL enhances the learning environment in their classrooms (7% increase from the Spring of 2022).</p> <p>70% of educators strongly agreed that they are provided with relevant professional learning to apply and learn new skills with their students (LETRS, HMH, new ELD instructional materials) when surveyed in the Spring of 2023 (an increase of 15% from the Spring of 2022).</p> <p>90% of educators strongly agreed that their administrative team at their school is committed to a quality education for the students in their care (an increase of 10% from the Spring of 2022). In addition, 70% of educators strongly agreed that the support from their administrative team leads to progress on instructional improvement (or professional growth) (an increase of 14% from the Spring of 2022).</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?</p>	<p>High turnover of both key district and building level administrators, as well as educators throughout the district.</p> <p>Lack of diverse applicants for administrative and educator positions that mirror the diversity of the student population that we serve (wanting to diversify both administration and educators across the district).</p> <p>Additional funding resources need to be allocated to assist both aspiring administrators and educators to be able to obtain their licensure.</p> <p>The need for TSPC to extend emergency licensure (that occurred during the pandemic) for both administrators, counselors, social workers and educators that are currently enrolled in a licensure program to be able to be able to be employed simultaneously while in school.</p> <p>Lack of district directed professional learning time throughout the school year.</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 maintained throughout this academic year? Consider the Community Engagement Toolkit https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.</p>	<p>Relationships have improved with a focus from SIA Intensive Coaching on community and family engagement, especially throughout the Integrated Guidance development process. Community members, family members and student listening sessions were held to determine what the district priorities should be with the funding that is provided for SIA, High School Success, etc. The addition of a Director of Equity and Student Success helps support our partnerships with our culturally specific community partners and student and parent affinity groups. Our community partners have helped us build stronger relationships with our families. We have found that continued outreach to community via school events can be stronger than district events. That said, we did have a very good turn out at our first Department of Multilingual Education Family Night, and our Indigenous Parent Committee is hosting a Native Family Night.</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?</p>	<p>The clearly articulated priorities were selected through our extensive community, staff, parent, and student outreach, and through a deep dive into district data in order to develop both a comprehensive needs assessment. Student Safety continued to be a high priority in our district, as well as the need for an increase for SEL learning and services since the pandemic. Chronic absenteeism and also a high level of student mobility were also both a major focus. During the student empathy interviews that were conducted during the Integrated Guidance development, assisted with determining the need for engaging curriculum and instruction at the high school level. As well as to incorporate new CTE courses and pathways to meet the growing interests of students future careers.</p>

Progress Markers (Optional) - Reynolds SD 7

Progress Marker	Progress in 2022-23
1 Expect to See	
2 Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.	Medium
3 An equity lens is in place, adopted, and woven through all policies, procedures and practices.	Medium
4 Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	Medium
5 Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	High
6 Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.	Medium
7 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.	Medium
8 Like to See	
9 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.	Medium
10 Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	Medium
11 Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	Medium
12 Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	High
13 An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	High
14 Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	High
15 Love to See	
16 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.	Medium
17 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
18 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.	No observable change