

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? <i>(500 words or less)</i></p>	<p>During the 2021-22 school year, several changes occurred in our actions, behaviors, policies, and practices because of the dollars we have received through the SIA funds. One major change that has impacted our behaviors as a district, is that we consistently and intentionally view our colleagues, our community, our stakeholders, and our students through an equity lens. This turn to equity in all areas of our district has led to practices that are working to build a stronger community within our school so that we can carry it out into our community more effectively. Additionally, as a result of SIA funds, we can continue district-wide professional development activities: such as book clubs, and monthly equity group meetings with faculty and staff. To this end, we are learning to hold each other accountable to the vision of equity and culturally relevant practices in order to continue to move forward as a district.</p> <p>These changes in behaviors and practices have worked in positive ways to support the goals that were set forth during the 2021-22 school year. Some examples of this impact are listed below by the strategies we set forth at the beginning of the school year.</p> <p>With a vision to build a district with a strong equity base, funded by SIA, we were able to hire school counselors to meet the social and emotional needs of our students. Our counseling staff has been well-received by both our students and their families as both groups actively reach out for assistance. These professionals have served our students and supported our faculty as they assess student needs, connect families to community resources, and facilitate student well-being.</p> <p>Because we understand the importance of offering equitable educational opportunities for all of our students, with SIA funding this past year we have been able to hire a full-time CTE teacher and expand our class offerings for those students who are interested in career and technical education classes.</p>

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	<p>Our computer science class has increased in numbers each semester and our Woodworking and Materials Management classes continue to grow. Our partnership with Mount Hood Community College has also been a resource for our students who want to further their CTE goals in a health care or other pre-professional or technical field.</p> <p>As we close out the first full year back in the classroom for most of our students since SY 2019-20, SIA monies have given us the ability to hire an extra K-1 teacher, an interventionist, and paraprofessionals along with increased access to an ELD specialist. These funds have tremendously helped to reduce our class sizes and manage our growing Special Education caseloads. This funding has also helped our grade school students acclimate to the transition from home to school, mitigated the adjustment of our middle school students to the rigor of the in-between years, and helped our high schoolers to remain steadfast to the goals previously set. This has been a much smoother transition year because we have had such skilled interventionists, paraeducators, and early education teachers onboard.</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>Even with all that we have been able to do with funds provided by the Student Investment Account, there is always more that can be done. Our counseling team has been well-received by both the students and their families, but now that our students are realizing that caring for your mental health and your social and emotional welfare is important, more students are willing to share their stories and seek guidance from the counseling team. Two guidance counselors, one shared between a middle school and a high school, do not have the bandwidth necessary to meet the needs of over one thousand students. While these two counselors may want to build strong relationships with all of the students within their spheres of influence, they are usually only able to build rapport with those they see most often. Unfortunately, this leaves many students still on the fringes of support as they face various struggles throughout their day. Just as we want to reduce our class sizes and our student to teacher ratio, we need to also create smaller, more manageable groups for our counselors as they facilitate mental health care to our students and their families.</p> <p>The fact that the reality of our CTE program does not match our vision has been a challenge. Although our computer science program has nearly doubled in size at the end of the year, we are not currently able to build the space necessary to schedule the classes that our students would most like to work</p>

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	<p>in after high school. We are in need of teachers with specific CTE training so that when we can build a facility to house our CTE Program, there are certified teachers to serve our students.</p> <p>Because of the lack of physical academic interaction during COVID, and the inability of some of our students to meet their educational expectations for various reasons during a world-wide pandemic that snatched them out of the end of what seemed to begin as a normal school year in 2020, small class sizes may not be enough right now to help bridge the gaps that continue to persist as students settle back into the routine of doing school on campuses and socializing with their peers and their teachers in person.</p> <p>In the same vein, as word spread about the care given to our Special Education students and students with differing abilities, our program exploded for a school our size within little more than a year. Therefore, to keep our student to teacher ratios small and our caseloads manageable in our Special Education Program, the number of new hires from last year needs to be almost doubled this year.</p> <p>There were no adjustments made in 2021-22 to account for these barriers and challenges, but we hope to find some solutions in the school year 2022-23</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 and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. (500 words or less)</p>	<p>With the knowledge that community engagement is an ongoing process and one that will always function best when the arrangement is intentional and authentic, we as a district have much improved in our engagement of our community stakeholders and parents. For the beginning of the school year 2021-22, according to the ODE <i>Community Engagement Toolkit</i>, our level of engagement began with a 1, which correlates on the chart to “inform.” We were very good at communicating with our families and community partners and letting them know, <i>informing</i> them, when emergencies, events, or incidents occurred in the district. However, we rarely had a two-way communication system where we could “consult” the community and other stakeholders about their opinions or concerns. We decided to use grant funds to purchase YouthTruth, a national survey focused on parents’, students’, and staff perceptions. The survey then analyzes those perceptions and shows how they are linked to academic outcomes. This was a useful tool to help us start a conversation on how to best engage our community in some conversations about school decision-making. We will admit we still have some work to do in this area, but we are encouraged by our growth and are planning more ways to</p>

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	involve and collaborate with our community in the next school year.
<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? (500 words or less)</p>	<p>During the 2019-20 school year, when we first learned of the Student Investment Account and how it could be used, we conducted a variety of outreach activities and surveys to identify spending priorities for these funds. At the end of this process we had four priorities: integrating social and emotional learning and trauma-informed practices into our K-12 instructional program, expanding CTE options for our high school students, renovating the newly purchased Reynolds property to house the middle school, and reduce class sizes and special education caseloads. Our district has always been student-centered, and as the world has become more diverse, and Oregon’s ethnic demographics are slowly changing, our district has more recently become more equity conscious. Every recommendation made by these surveys and community talks led to decisions that would increase the academic, emotional, and social growth of our students. The Student Investment Account has done a great deal to propel our district forward to be a relevant part of the educational voice in Multnomah County. So we gratefully look forward to the distribution of these funds next year as we anticipate sustaining some decisions we made previously and make plans to create new opportunities for our students going forward.</p> <p>Some lessons learned during this process have been: to allow the parents an opportunity to have a voice, to guide the students as they hear their own voice, and to be willing to collaborate with community partners and share in their voice. The Student Investment Account has made a great difference in the way we could <i>afford</i> to do school, but it also changed the way we <i>wanted</i> to do school. With the security of funds that could include all aspects of student’s lives and well-being, we have learned that it is difficult to see any aspect of schooling without using an equitable view; we acknowledge that parents send us the very best that they have and we are to educate that child and guide them to be productive citizens in the community; we are reminded that all students <i>can</i> learn and SIA funds are helping us to reach a level of growth towards success that we would not otherwise been able to achieve.</p>