

2022-2023 Student Investment Account Annual Report

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 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? (500 words or less)</p>	<p>We continue to review and revise, where needed, our behaviors, policies and practices because of the opportunities afforded to us by SIA funding. We are continuing our pursuit of excellence where equity is concerned. We have restructured our monthly equity meetings to impact more of our staff by holding these meetings during the staff meetings of each school once a month. We have also continued to 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 coming together to build a stronger community within our school so that we can carry it out into our community more effectively.</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 students' needs, connect families to community resources, and facilitate student well-being.</p> <p>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 because we understand the importance of offering equitable educational opportunities to all of our students. We now have a true CTE program with a series of three classes offered by a teacher with CTE certification.</p> <p>As we strive to regain the learning loss and lockdown and isolation mentality of the pandemic, SIA funding has been instrumental in helping us accomplish our goals of caring for the whole student.</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.</p> <p>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 coming</p>

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	<p>forward to share their stories and seek guidance from the counseling team. Regrettably, many students are 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 help to support their families. Unfortunately, we have seen an increase in bullying and hate speech and we feel it is because of students forgetting how to be kind and respectful to each other during the isolation of the pandemic. 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>Additionally, our Special Education department has gained a reputation for excellent care and assistance to students and their families and we have a large percentage of these students for a district our size. However, we continue to be short-staffed in the number of paraprofessionals needed to aid these students in their various settings. 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, again, need to be almost doubled this year.</p> <p>There were no long-lasting adjustments made in 2022-23 to account for these barriers and challenges, however we are actively seeking resolutions this 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 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 2022-2023, according to the ODE Community Engagement Toolkit, 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, informing 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 Panorama, 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 the school’s decision-making process.</p> <p>Our Superintendent’s short videos in the monthly district newsletter, as well as weekly and bi-weekly newsletters from various schools and Principal chats with parents each month,</p>

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	<p>all work together to keep families both informed and engaged about what is going on in our district.</p> <p>Last summer we sponsored the Fourth of July parade for our local community and more recently, we allowed our Grade School parking lot to be used for a community Trunk or Treat event during Halloween. We also received a grant from PGE to purchase an electric charging station for electric vehicles. This service will be made available to all of our community members.</p> <p>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 involve and collaborate with our community in the next school year.</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>When we were first granted SIA funds, 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.</p> <p>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 afford to do school, but it also changed the way we wanted to do school. With the security of funds that could include all aspects of students' 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 can 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>