SIA Annual Report Template

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2022-23 Student Investment Account Annual Report : Lowell SD

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**
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)*	The primary use of SIA funds in the district has been to hire teachers to reduce class sizes and provide more electives at the Jr/Sr High School. Reducing class sizes has allowed teachers to connect with students on a higher level, thus be able to provide them with better instruction and address social emotional needs. The addition of a Entrepreneurship class at the High School has allowed students to explore the business world and use their creativity in starting a school business. In addition, a large portion of the money was used to purchase digital door locks to increase security throughout the district. Students feeling safe at school has been a priority of the district for several years.
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)*	The largest barrier to SIA implementation has in the area of staffing. As mentioned previously, the primary use of funds has been hiring teachers. While we have been able to fill the positions, the applicant pool is not nearly what it used to be making it hard to find quality staff. We have been able to implement SIA fully, but the lack of applicants and competition in hiring those who do apply, make it very difficult to employ good teachers.

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3.	SIA implementation includes ongoing engagement with all students, focal students[1], 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)*	Ongoing engagement with students, focal students, families, staff, and community partners is done in a variety of ways. Back To School Night, Title I Night, Open House, conferences, surveys, emails, are a few specific ways that the District engages the community in an effort to to improve the schools in the district. While relationships with these groups were strained during the pandemic, they continue to improve through ongoing engagement activities.
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)*	SIA implementation revolved mainly around academics and student well-being. The primary use of funds was to hire more teaching staff in an effort to provide better instruction and create more opportunities for staff to build a greater connection to students. While some data such as state assessment and K-6 attendance paint a picture that does not appear to positive, local data indicates that academic achievement has improved and students enjoy being at school.

5. *(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 2022-23 school year, 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: 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.

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[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

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Context is important, particularly when it comes to evaluating progress towards intended outcomes. With that in mind, making little or no progress towards outcomes is also valid and should not always be perceived negatively, but rather as an opportunity for shared learning and understanding to inform programmatic changes or potential needs from ODE.

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 is the default option, and 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 2022-23 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
Expect to See					
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
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					X

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
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
Like to See					
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 engagement and motivation, and increase academic achievement.					X

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
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

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
Love to See					
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
(Optional) Explanation of any progress marker ratings:					