

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
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)	As we review the progress markers of expect to see, like to see and would love to see, it is remarkable what we have achieved in the Medford School District in one year. The impact was much greater this past year; allowing us to be able to see the benefits <i>in person</i>. The areas most impacted as they relate to our progress markers include: 1) Our district's student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement. Example: We engaged our families, staff, and most importantly, our students to create our guiding document, "<i>Story of a Student.</i>" This document is now coming to life as it guides much of the work we do. Additionally, many of our improvement teams have been implementing new strategies based our student engagement survey. 2) Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students. Example: We engaged our leaders, (including non-school based,) in a professional development series, "Literacy Learning for Leaders" to ground our work together as we emphasize the importance of teaching students to read in the Medford School District. We are studying the tools we use to evaluate instruction and making improvements with the help of experts in the field (Center for Educational Leadership at the University of Washington) as well as our recently hired Director of Literacy. Additionally, we have officially adopted our "Measures of the System" with our School Board to clearly identify how well we are meeting our student's needs.

Required Question	Responses
	3) Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Example: After reviewing our comprehensive curriculum management audit, several lines of effort are underway. We are re-writing our entire K-12 ELA curriculum with a group of 44 teachers. We launched an instructional leadership academy for our leaders, and have been planning a day of literacy for our entire school district to help all staff understand they all have a role in supporting students in becoming successful readers. School leaders are becoming equipped to provide an extraordinary amount of professional development to staff on increasing rigor in the classroom. 4) Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement. For example, our newly formed family engagement team has been helping schools improve in high impact family engagement strategies. We have studied our family engagement data from our first family engagement survey, and are utilizing this data to inform next steps, including embedding strategies into all school improvement plans.
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)	One of the challenges included getting timely reports from our charter schools. We have planned for a different approach this year in hopes this will not become a challenge for us. Also, implementing the integrated guidance starting this year is challenging. Changing the processes that we have in place when this is a new grant to navigate has taken more time than anticipated. We have much more work for staff and may need to consider what additional staff supports may be necessary to give the grant(s) the time and focuses needed for this heavy lift. Our literacy improvement work is only beginning. Between the curriculum writing and professional development efforts, we have had to adjust budgets to support effective ongoing implementation.

Required Question	Responses
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)	While we had initial engagement sessions, we could have done a better job in keeping groups informed of our progress. However, our district fell mostly in the <u>inform</u> and <u>consult</u> level. We already have many groups we engage with and already have an improved plan for our upcoming engagement sessions utilizing the toolkit and other internal resources that exist. Our Equity and Family Outreach Coordinator has been helping to lead these efforts as we move into this new year.
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)	In terms of priorities, our work in literacy improvement stands out. This work will become a model and guide all instructional improvement efforts for the next 5 years. We look forward to measuring impact as it relates to students success in the upcoming years.

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.

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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			
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 engagement and motivation, and increase academic achievement.		X			
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				

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

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
plan to take after they graduate from high school.					

(Optional) Explanation of any progress marker ratings:	We are in the developing phase of many efforts and anticipate significant growth from this year to next year.
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