

# Jefferson SD 14J - Annual Reporting



Questions	2021-22 Annual Reporting Response
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?	We have seen data that confirms student learning loss. We are also seeing an increase in negative behaviors that are impacting the learning environment. We believe that this is due to the pandemic and moving our students to online learning. We strongly believe that the investments we have made with the SIA grant monies have helped with both of these issues. Smaller class sizes, more support for social/emotional needs, and more school staff in general has helped us focus on the most important things--addressing the barriers that are confronting our students on a daily basis. We will continue to use our 2022-2023 funding in much the same way for this school year, making only a few adjustments based on student need.
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?	The biggest barrier that we have experienced is the lack of applicants for any open position that we post. Some of our added positions have not been filled until later in the year because of this. Our after school Boost program at the elementary school level, which was showing great success, had to be shut down because we did not have staff to operate it at a safe level.
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 <a href="https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf">https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf</a> and where your efforts might land on the spectrum as you complete your response.	We continue to have critical conversations with all of our stakeholder groups. One group that has really emerged as a strong representation of a focal group is our Latinx parent group. This group started from SIA roots, and has now grown into a self-governed group that is making an impact on district decision making. We have also developed avenues for all voices using the Youth Truth survey. This will be our second year of the student survey (baseling data from last year) so we are expecting the data to provide better direction for the upcoming years. This year we have added the parent Youth Truth survey.
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?	As always, any decision made within the Jefferson School District, is directly correlated to student outcomes. This is how it is, and this is how it will always be! What stands out from our SIA investments is that everything we did is for the benefit of our students. Smaller class sizes, increased academic opportunities, increased social and emotional support, increased support for students with disabilities, and additional student supports throughout the entire system. We believe that each one of these investments has and will continue to improve out student outcomes.

# Jefferson SD 14J - Progress Markers (Optional)

Progress Marker	Progress in 2021-22	Explanation of progress marker ratings (optional)
<b>1 Expect to See</b>		
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.	High	
3 An equity lens is in place, adopted, and woven through all policies, procedures and practices.	High	
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.	High	
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.	High	
<b>8 Like to See</b>		
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.	High	
10 Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	High	
11 Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	Firmly in place	
12 Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	Medium	
13 An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	Firmly in place	
14 Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	High	
<b>15 Love to See</b>		
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.	High	
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.	Firmly in place	
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.	High	