

# Jefferson SD 14J - 2140 - Annual Questions

Question	Response
<p>1 There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p>	<p>SIA planning for the 2020-2021 school year began in the 2019-2020 school year. We had town hall meetings, engaged our staff, and grew more and more excited as themes emerged from the input we received. From those themes we developed a plan that we believed would have the greatest return on investment, based directly on the needs of our students and their learning experience. We brought our plan to you for Board approval on March 9, 2020. Much of our plan centered around supporting the social, emotional, mental health, and well-being of our students, and academic achievement for those students who historically experienced academic disparities, and that never changed even though we adjusted our plan. After crossing every "T" and dotting every "i", and then something none of us would have ever predicted happened—a global pandemic! The changing landscape caused us to ask many more questions than we had answers for as we completed the school year. Students moved from traditional education to an online platform. Teachers scrambled to adapt</p>
<p>2 What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p>	<p>We learned that being adaptable and flexible in educational organizations during a global pandemic is not as easy as it sounds! We learned that the new normal is really not normal at all! Having our students in distance learning for most of the school year caused, or forced us to make changes to our original plan, but in this case change wasn't a bad thing. We continued to keep the community engaged via online events and surveys so that our planning wasn't absent from this very important input, but it was much more difficult. By making</p>
<p>3 SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)</p>	<p>Our current allotment for the 2021-22 school year is \$661,000. We have a solid plan developed with staff and stakeholder engagement events and surveys, and we are excited to see the outcomes this kind of dollar investment will bring to our students, especially those who have been historically marginalized. We have continued to interact with our community stakeholders, as well as our staff, as we look to make the best possible investments now, and as we move forward. We will, once again, be engaging our stakeholders as we plan and</p>
<p>4 Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)</p>	<p>We based our plans on an in-person school year, which we all know did not happen. When re-evaluating our plan with our stakeholders and staff members we realized that an adjustment was necessary to compensate for all of the COVID realities and the impact on students and their families. We made changes based on this input, but then realized that finding qualified employees to fill positions was much more difficult than we had ever previously experienced. These two considerations led us to scale back and adjust our original SIA plans. We did, however, continue to seek input from all stakeholder groups.</p>
<p>5 URL of webpage where your annual report is posted:</p>	
<p>6 Please attach a copy of the Board Minutes to this line using the paperclip icon to the left.</p>	<p>Jefferson14j.com/page/30</p>

# Jefferson SD 14J - 214 - OPTIONAL Progress Markers



Progress Marker	Change Seen This Year
<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.	Medium
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.	Medium
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.	Medium
<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.	Medium
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.	Medium
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 <b>connected</b> to Oregon's English Language Arts and Literacy Standards.	Medium
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.	Medium
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.	Medium