

Student Investment Account Annual Report 2021-2022

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)

Key changes have included the following:

- Prioritizing Literacy:
 - Incredible strength of K-8 RTIi (Response to Instruction and Intervention) system. Data shows pronounced positive results for students.
 - Inclusion of Digital Literacy lessons at K-5 levels.
- Prioritizing School Safety:
 - Addition of school security cameras.
 - Behavior Coaches employed at elementary school level.
- MTSS (Multi-Tiered Systems of Support):
 - Implementing DESSA (Devereux Student Strengths Assessment) screener for all K-8 students and more in-depth assessment for identified students. Information aligns with the CASEL framework (Collaborative for Academic, Social, and Emotional Learning).
- Promoting Extra-Curricular Participation:
 - Waiving fees for middle and high school athletics and activities.
- Commitment to Equity:
 - Re-energizing our District Equity Team following pandemic.
- Commitment to Tribal Engagement:
 - In consultation with the Confederated Tribe of Siletz Indians (CTSI), renewed agreement to continue use of the “Warrior” as the mascot for Philomath High School and the “Braves” as the mascot for Philomath Middle School.

All items contribute to the goals of the Philomath School District. We remain committed to the success and safety of all students.

One item we anticipated would be essential involved late afternoon transportation for students. To date, we have not seen this raise to the level of concern we initially thought. We will continue to monitor this potential 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? (500 words or less)

One of the largest barriers has included competing priorities for the use of available funds. In times of budget struggles and increasing cost of living, there is pressure to use these designated funds to back-fill for the salary enhancements of all staff. Succumbing to this request only negates the intent to provide support to students from traditionally underserved populations. To date, Philomath has not wavered on commitment to the intent of this funding stream.

Staff members struggle to understand the addition of staff through SIA funds when we are reducing other staff based on state school funding calculations. As a result, we are adjusting positions in SIA without jeopardizing the intent of the funding.

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)

Community relationships have been maintained over the course of the year. Thanks to these partnerships, the Philomath School District was able to renew a local option levy in November 2022. Community support is very encouraging. As an example, the Philomath PTO, representing our K-5 students at Clemens Primary and Philomath Elementary Schools, raised over \$20K to support students and staff. In partnership with the PTO, these two schools have been awarded a VISTA grant from AmeriCorp to assist with the provision of after-school learning support.

Aside from parents and families, primary community connections consist of the following:

- Benton County Health Department
- Benton County Mental Health
- City of Philomath
 - Fire and Rescue
 - Police Department
- Early Learning Hub
- Linn Benton Lincoln Education Service District
- Philomath Chamber of Commerce
- Philomath Community Network
- Philomath Rotary
- Regional STEM Hub
- Trillium Family Services
- VCSA (Valley Coast Superintendents Association)

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)

All decisions were determined based on staff and community input and the overall goals of the District. Particular successes that stand out include the following:

- Leveling the proverbial 'playing field' with the purchase of school supplies for all students. While many students miss shopping for school supplies, parents love the decreased financial burden and the consistency of supplies for all.
- Security cameras have provided a new set of eyes to document possible concerns in schools. Used immediately for both an incident in a school parking lot and the hallway in another school.
- A student stated, "Were it not for the elimination of athletic participation fees, I would not be able to participate." (This same student placed high in the Long Jump at the State Championships in 2022!)
- With no Assistant Principal at Clemens Primary School, our K-1 school, the addition of a Behavior Coach has been a welcomed support for students and staff. Identified to provide services much like a skills trainer, the positions have provided for both 1:1 and small group opportunities for our youngest students.

SIA Annual Report Template



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 (Esp. K-5)		
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		

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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	

SIA Annual Report Template



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			X		

SIA Annual Report Template



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

(Optional) Explanation of any progress marker ratings:	
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