

Student Investment Account Annual Report South Lane School District



Annual Report

District or Eligible Charter School	South Lane School District
<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>The purpose of SIA funds for South Lane School District was to:</p> <ul style="list-style-type: none"> ● Meet students' mental and behavioral health needs, ● Increase academic achievement and academic disparities for historically underserved students, ● Provide student access to all courses, ● Provide time for staff to collaborate in their work to ensure all students are making progress. <p>In reviewing data, and listening to students, families, and staff, we found that the following groups performed lower than peers in at least one area, such as reading, math, behavior, attendance, graduation rate, etc:</p> <ul style="list-style-type: none"> ● LatinX students ● Black/Native American/American Indian/multi-racial students (other students of color), ● Students who qualify for special education, ● Males (behavior), ● Homeless and/or economically disadvantaged students, ● Students with socio-emotional/mental health needs. <p>In the 2020--2021 school year, South Lane School district or the district-sponsored charter schools hired the following staff and/or put the following measures in place to address the disparities listed above:</p> <p>Staff</p> <ul style="list-style-type: none"> ● English Language Learning (ELL) teacher--One teacher added to a school with a larger ELL population ● Early Learning Administrator--An administrator was assigned to oversee all work with families to prepare students to enter Kindergarten, and to work with schools as they continue to educate students through grade 3. This included work at our family resource center (Peggy's Primary Connection). ● Kindergarten Assistants--Educational assistants were provided at every school to allow for small group, individualized instruction in Kindergarten. ● Community Resource Specialists at all schools--Students and families had access to these specialists at every building to connect them to resources in our community. ● Interpretation services at all schools--Spanish/Mam speaking families had access to district communication: ● Ace Charter: Staff were added to support students with small group and individualized instruction. ● Childs Way Charter--Hours of the school support worker

Student Investment Account Annual Report South Lane School District



	<p>were increased from ½ time to full time.</p> <p>Programs</p> <ul style="list-style-type: none"> ● Mentoring Program (for new teachers)--Every new teacher was paired with an experienced teacher, and provided the time and training necessary to be successful. ● Equity Leadership--An equity leadership audit was conducted by an outside agency to provide the district with direction and targeted professional development in future years. ● Social Emotional Learning (SEL)--SEL curriculum was purchased, and was used with students as they returned to school.. ● Positive Behavior Intervention and Supports--Training and coaching was provided to both school teams and all teachers in the district to enable them to work with all students on expected behaviors. ● Summer School (elementary)--Students had the opportunity to access additional help to meet benchmarks, as well as enriching activities (aquatics, STEM, etc.). ● Educational Assistant Training--Educational assistants were provided training to better serve students with varying needs. <p>Though these services focused on historically underserved students, all students benefited from the development of the programs above. While the pandemic, along with decreased SIA funding did not allow the district to implement every facet of our plan, much of it was implemented, and there is an eagerness to look at data in the coming year to gauge how these funds are making a difference.</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>There were a few challenges in the implementation of the district plan.</p> <p>Due to both the pandemic and decreased funding, the district focused on activities in the SIA plan that would be effective strategies both in distance and hybrid learning environments. These obstacles made it difficult to measure the effectiveness of our activities.</p> <p>Along with the development of programs and training, the district hired 15+ employees into positions that didn't exist prior to the implementation of the SIA plan, and though extensive research and planning shaped the design of the positions, it was necessary to continually change and alter the duties and expectations of the staff in many of those positions as the year moved on. Because of those changes, there was some staff turnover, which allowed the district to</p>

Student Investment Account Annual Report South Lane School District



	<p>fill the positions with candidates that more closely fit the expectations of the position.</p> <p>Summer programming was increased this year, using both summer school and SIA funds. The opportunity for students was amazing, and the gains that students made were substantial, but attracting students to the program was difficult. After a difficult school year, many families chose to forego the opportunity to have “a break” from school. It was difficult to see an effective, engaging program not filled to capacity when there were many students who would have benefitted from such an intervention. We look forward to a similar summer program in 2022, and we expect to have more students enrolled.</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>The initial engagement with students, families, community members and staff regarding the SIA plan was monumental in the district. While district focus has always been on the success of <u>every</u> student, the data examined as a part of the process of creating the SIA plan clearing showed that the district focus wasn’t resulting in meeting academic, behavioral, and emotional needs of <u>all</u> students prior to the SIA funding. The initial engagement was powerful, and the district continued to access these stakeholders in surveys, SIA committee meetings, equity team meetings, equity audit interviews, and input from employees that work extensively with parents and community members. As a continued effort to reach all families, most of the stakeholder involvement this year was accessible in both English and Spanish and was provided to Mam speaking families by our Mam interpreter.</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>The district focus for the first year of our SIA work was based firmly on the data gathered about SLSD students, as well as input from stakeholders. The plan was created directly from that work, and the activities in the plan weren’t merely a continuation of what the district already had in place--the plan consisted of new activities that were generated through the SIA stakeholder process. It is exciting to watch the ideas generated from this process come to fruition, and though there have been minor changes made along the way to adjust to ever-changing conditions in our schools, the plan has remained fairly pure. As the district gathered feedback to make adjustments to the Year 2 plan, it was very clear that the activities planned (most of which were generated by our stakeholders prior to year 1) were seen as necessary and as the right activities to help our historically underserved students.</p>

Student Investment Account Annual Report South Lane School District



	<p>Another positive impact that came of the SIA process was the cultivation of new relationships with parents and members of our community. Many of the people that were involved in the SIA process from the beginning have found ways to be involved in other ways since that process began.</p> <p>Lastly, the SIA process has equity work at its core--providing all students with the support necessary to be successful in school. The process of including stakeholder input that was put into place through the SIA work will continue to grow and be a part of our connection with our students, parents, and community moving forward.</p>
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5. *(For future reporting: Provided for the Board as an introduction to future conversations about Progress Markers and Goal Setting)* [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing.

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<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.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy					

Student Investment Account Annual Report South Lane School District



<p>trajectory, areas for improvement, and individualized supports are provided.</p>					
<p>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.</p>					

Student Investment Account Annual Report South Lane School District



Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<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.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

Student Investment Account Annual Report South Lane School District



Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<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.					
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.					
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.					