

Tigard-Tualatin SD 23J - 2022-23 SIA Annual Reporting 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?
 - a. Behaviors: At TTSD, our Equity Pillars Framework (Leadership Pillar) asks the following relevant questions: 1) What do we prioritize in our budgets and allocation of resources? Who is included and who isn't? 2) Do we have a connected or disconnected system? How are your systems working to align our collective vision and mission?
 - i. Through the leadership of our CFO, and Cabinet members from our three departments (teaching and learning, student services, and equity and inclusion) that have been impacted and reinforced through the SIA budget, we are building an infrastructure and systematic approach to operationalizing our vision and mission to serve every student and ensure that students are seen, valued, served, and feel a sense of belonging.
 - ii. We are embedding a process for culturally and community responsiveness through our Culturally and Community Responsive Educational framework.
 - iii. We recently went through a strategic planning process and are solidifying our work to support ongoing community engagement to inform, engage, share progress, and get feedback from our community annually.
 - b. Actions: We are resetting our systematic approaches to anchor in Tier I practices across our departments Teaching and learning, Student Services, and Equity and Inclusion
 - i. Our Program inventory process will be used to bring focus to our allocation of general funds budget, SIA budget, and Measure 98 Funds connected to our integrated planning process. As we have done some of this internal work, we believe we can bring to life actions toward comprehensively addressing how we strategic plan for operations and ways of implementing our strategic plan these next few years. Promising practices that we have experienced to date:
 1. Teaching Learning: EL Specialists supporting current instructional needs based on our student to teacher ratios, as well as, supporting co-teaching partnerships with general education teachers and EL Specialists delivering language instruction in core content classes using inclusive practices. K-3 Literacy Enhancement focusing on providing highly qualified teachers impacting core instructional support with a priority focus on literacy. TWI Literacy Specialists providing targeted and intentional instructional support, planning and implementation of tiered systems at both of our Two-Way Immersion elementary schools programs.
 2. Student Services: Social Workers, SEL Coordinators, Additional Special Education Teachers, Additional Special Education Assistant Time, Social Emotional Learning Professional Development & Resources
 3. Equity Inclusion: Family Partnership Advocates, Culturally Responsive Liaisons and Coordinators, Equity and Inclusions Department Basic Needs Infrastructure, Equity Leadership Teams and Building Equity Coordinators, and Feedback loops for culturally and community responsive systems for decision-making
 - c. Policies and Practice: We are guided by a few of our core policies that are showing up in our practices daily. Our Educational Equity and Racial Justice Policy and Bias Incident and Hate Speech policies have guided our practices in very specific ways.
 - i. Continuous Improvement Plans now focus on Educational Equity and Racial Justice (Policy ACC), so that we educate every child to find success academically and social-emotionally and that their outcomes are not predictable by any identity marker or circumstance.
 1. Teaching and Learning has a systematic approach to ensuring this mission and vision through tiered approaches to instruction.
 2. Student Services has a systematic approach to ensuring this mission and vision through tiered approaches to social-emotional and mental health supports

3. Equity and Inclusion has a systematic approach to ensuring this mission and vision through tiered approaches to basic needs supports and identity affirming practices. We have also created an infrastructure for engagement and ongoing partnership with focal groups across staff, student, and family groups.
 - ii. Policy ACC includes Equity Audits that helps target areas of focus and improvements across the three departments listed above. This ongoing process includes a review of quantitative, qualitative, and system implementation data.
 - d. Implications of Changes: As an outcome of our work around the Student Investment Account we have created a template and process for culturally and community responsive systems
 - i. We are making tangible equity work in practice through use of improvement science and culturally and community responsive practices to improve instructional systems
 - ii. We are bring that decision-making process lens at the district operation levels through community engagement and partnership in decision-making for transparent budget processes and decision-making with our internal and external community members
 - iii. We are supporting accountability by including our community in decision-making and sharing of progress and adjustments through community feedback.
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?

As we face the challenges of State School Funding and the continuous impact of lack of adequate funding, we are impacted by other district leaders who are using the SIA monies to back fund shortages, thus making it difficult for the effective use of SIA funding to support transformational change.

Macro-Level Impacts

- The State allocated \$700 million of Corporate Activity Tax to backfill the State School Fund in lieu of SIA.
- During the first two years of SIA we have had to strip down the impact of our practices due to less funding than expected when our original 2021-2023 SIA Plan was developed.
- Staffing shortages (nutrition services, bus drivers, mental health providers, etc.) at the macro level have impacted the District's integrated education approach related to support services.

Local Level Impacts

- Substitute shortages have impacted our ability to provide professional development.
- Increase in needs of our students and families post pandemic.
- Primary grades students (K-2) have had zero to limited early intervention services.

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 [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) and where your efforts might land on the spectrum as you complete your response.

As stated earlier, we have learned a lot with the SIA process and building upon the work that our district was engaged in prior, connected to Smarter School Spending. We have now created a systematic approach to community engagement, partnership in decision-making, and community centered accountability. We utilize the infrastructure that we have built to engage in the following

cyclic process:

- 1) Inform community members of our practices, our programs, intended outcomes, and action plans connected to it.
 - 2) Gather information and data on efficacy of programming
 - 3) Share progress and outcomes with our community members
 - 4) Get feedback from those impacted by our programs
 - 5) Program inventory process to support the following decisions: Maintain, Expand, Refine, or Sunset programs.
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?

At TTSD, we have learned a lot about the promising practices and barriers that have impacted our students and our district. We have learned that because we are anchored in cultural humility and brought in our community in processes of decision-making.

Prior to the Pandemic:

We prioritized our work in building relationships with our community in our work these last few years, through transparency, invitation to partner, and sharing our progress with humility. We have been able to really know and understand our community and their needs as well as strengths within our local context. We were able to see that we proactively set ourselves up to serve our community in a meaningful way even as we navigated the overwhelm and uncertainty of the Pandemic.

During the Pandemic:

We were able to learn and are still learning the impacts of the pandemic and what is to come as we recover from the impact of the pandemic. We were able to lift our basic needs infrastructure and bring to light the impacts of adverse childhood experiences (attendance, engagement, and ability to learn) when students are impacted by lack of food, shelter, clothing, and other resources such as water, heating, internet, etc. We were also able to understand the determination and care that families had for their children even when faced with these challenges and barriers. The power of connection to school, an advocate, and resources support the empowerment and education of families to navigate social services, and support through American Rescue Plans.

After the Pandemic:

We have some emerging trends that are able to be understood because of some systems that we are fine tuning. We are learning about the gaps in learning through investments and use of assessments, instructional leadership teams, administrators focusing on closing the opportunity gaps as monitored by data. We are learning from qualitative measures such as perception and voice data that pinpoints the gaps of experience and potential interventions that can address these gaps through engagement with our leaders, staff, students, and families. Systems data help highlight specific gaps that need addressing through implementation checks and accountability. We will need more supports for the following barriers:

- Instruction focused around peer to peer relationships
- Self-care through awareness and management, social awareness, relationship skills, and responsible decision-making
- Focused attention on our basic needs, infrastructure, and review of current policies and practices that might contribute to the macro impact of global and local supply and demand, inflation, and affordable housing that are impacting those farthest from justice.

Tigard-Tualatin SD 2 - Progress Markers (Optional)

Progress Marker	Progress in 2021-22	Explanation of progress marker ratings (optional)
1 Expect to See		
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.	Firmly in place	
4 Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	Firmly in place	
5 Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	Firmly in place	
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.	Firmly in place	
8 Like to See		
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.	Medium	High at Elementary and medium in secondary level, hence the refocus on Tier I and multi-tiered systems
10 Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	Medium	Not all schools
11 Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	High	
12 Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	Medium	High for K-5 and working on improvements in Secondary through leadership work and alignment.
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	Still have some work with faith communities, and other external partners and work on the depth of partnership across our system.
15 Love to See		
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.	Medium	We are working on the prerequisites and ongoing work across our system

Activity Number	Activity	2021-22 (Y1) Budgeted Cost	Total Spent 2021-22	Allowable Use Category	Object Code	FTE	FTE Type	Q2 Progress Notes (7/1/21-12/31/21)	Q2 Progress Rating (7/1/21-12/31/21)	Q2 Amount Spent (7/1/21-12/31/21)	Q3 Progress Notes (1/1/22-3/31/22)	Q3 Progress Rating (1/1/22-3/31/22)	Q3 Amount Spent (1/1/22-3/31/22)	Q4 Progress Notes (4/1/22-9/30/22)	Q4 Progress Rating (4/1/22-9/30/22)	Q4 Amount Spent (4/1/22-9/30/22)	Unspent Funds 2021-22
56	5	2 Elementary Vice Principals	\$238,000.00	\$237,967.56	H&S	113	2 Other	Hired	●	\$120,783.18	Hired	●	\$61,578.48		●	55605.9	
57	5	Elementary Vice Principals Fringe & Payroll	\$155,400.00	\$155,209.42	H&S	2xx		Hired	●	\$67,328.03	Hired	●	\$29,776.18		●	58105.21	
58	1	3 Elementary Deans	\$272,418.83	\$271,118.52	H&S	111	3 Other	Hired	●	\$51,805.35	Hired	●	\$63,142.95		●	156170.22	
59	1	3 Elementary Deans Fringe & Payroll	\$170,574.17	\$171,726.15	H&S	2xx		Hired	●	\$19,839.63	Hired	●	\$44,664.27		●	107222.25	
60	4	Elementary SEL Curriculum	\$70,000.00	\$57,391.40	H&S	4xx		In process	●		We purchase some of the SEL materials-Character Strong	●	\$7,696.20		●	49695.2	
61	9	Licensed/Classified Collaboration Time	\$245,000.00	\$295,358.12	IIT	13x		In progress and have a process for gaining this time. We have supported collaboration over language supports, TWI programming, and Collaboration for Equity	●	\$87,325.58	In progress and have a process for gaining this time. We have supported collaboration over language supports, TWI programming, and Collaboration for Equity	●	\$34,110.58		●	173921.96	
62	5	1 FTE Virtual Academy Principal Salary & Fringe	\$196,127.05	\$196,127.05			1								●	196127.05	
63				\$0.00													

Question

What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response.

What evidence can you point to that supports the impact you have described occurring?

Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.

What lessons, constructive or critical, have you learned throughout this reporting period of SIA implementation?

First Quarter

We brought on our Family Partnership Advocates to support our basic needs team which has been very impactful in connecting students and families to services that help mitigate adverse experiences. We have developed and used a process for implementing and bringing to the consciousness of our staff and community what students and families are navigating with the pandemic as well as the social and racial impact on our racially, culturally, and linguistically diverse students and families. We were able to utilize our Equity team structures and stakeholder outreach and partnership infrastructure to draft up a new racial justice and equitable education policy. We were able to implement and introduce a new educational framework that has already found space for alignment through our collaboration across classified, licensed, and administration staff. We have basic needs referral data and Family Partnership Logs for services provided to students and families. We have artifacts from collaboration and surveys from professional development opportunities with a focus on building critical reflection, awareness, and consciousness. Equity teams are utilizing supports from our infrastructure to build and focus initiatives that ensure the belonging of every students, and centers positive self identity development and caring communities.

We have expanded community partners given insights and feedback from our Pacific Islander communities. We have expanded partnerships with REAP and built capacity of schools to address town halls, affinity spaces, and other ways of engaging community specifically youth voice. Our development of PLCs helped with supporting capacity for teachers to lead teachers and staff in our all staff inservice for equity.

Having the technical aspect of funding and positions still requires a lot of work to align vision and mission to see how these additional positions work together and get closer to our vision upon review of last year and feedback from stakeholders who have impact or have experienced the impact of these roles.

Second Quarter

We have seen an impact on student relationships and need for social emotional supports relating to COVID related impact such as higher levels of anxiety, depressions, trauma, and racial trauma. We have been adjusting and reviewing our SIA plans accordingly. The addition of the Mental Health Coordinators and other community partners able to share insights related to culturally and linguistically affirmed opportunities to learn understand impact has been helpful in focusing collaboration times across staff (licensed and classified).

Upon connecting with students and families, they have given verification of the impact of the priorities and SIA plan we had crafted earlier and refining to meet current context. For instance, we have connected our Mental Health Coordinators with opportunities to work with out community partners as a way to ensure all around supports for various and diverse needs in our student body. We have students and families affirming the need for more education and support for families to understand anxiety, trauma, depression, and racial trauma. We have families who are participating in affinity and alliance group spaces with insights to these topics of discussion. We are able to support more basic needs because of a more connected system where families are sharing their current needs outside of just resources and services, but how to partner with schools to support the mental health wellness of their students and their family as a whole.

Connecting with Family Partnership Advocates and community partners a few things came up. 1) A family partnership advocate shared a journey map of providing services to families through the recognition of impact on learning because a student was not attending school because of the attendance monitoring and systems that was happening in schools already. The role of the FPA helped with different pathways of engaging with families, Instead of going the route of truancy. The FPA called the family developed relationship and trust to understand what the family was dealing with and was able to connect them with resources, rental assistance, connection to health services, and basic needs supplies and now the student is attending school and happy. 2) A community partner had been hosting family nights and was informed about an incident that occurred in the community and through that understanding led to building wrap around supports for a group of students at a school that was needing attention to serve their PI community. We have a more interconnected system now because we are intentionally looking for that in the infrastructure we are building. Families who have historically felt invisible know that the school staff and district is looking out for them and valuing their

We continue to collaborate around challenges that exist specific to the potential to shift resources according to need. Throughout Q2 implementation, it has been vital for our team to keep families and stakeholders at the table to analyze impact of resources that have been put into place through our plan. We have learned the value of keeping our finger on the pulse of our community through thoughtful, well planned and timely community engagement opportunities that are becoming the norm in terms of how we do business in providing resource, planning program and implementation and connecting community to the work of education

Third Quarter

As we have seen lessened restrictions, we were able to pick up on the activities that we had not had the opportunities to complete previously. Students have been able to be participants in addressing equity gaps and proposing equity initiatives to eliminate barriers for participation in extracurricular activities. Affinity and alliance groups are attending field trips.

This year as we conducted our community process for strategic planning, budget work group, and we were able to have the most diverse turn out in our history of community engagement due to the roles of our FPAs, Building Equity Coordinators, and Equity Leadership teams. Family Resource Center has supported our Family Partnership Advocates and Basic Needs teams in providing around 4,500 services to families in our district across all demographic groups at the mid-year point. Services include interpretation/translation; access to health care and insurance; food, clothing and childcare resources; academic engagement; school and hygiene supplies; health and mental health services; Wifi, IEP, and attendance support; immunizations; access to extracurricular activities and scholarships; McKinney-Vento services; COVID-related resources, and other supports.

Early Learning Family Resource Coordinator in partnership with Family Partnership Advocates have connected with 458 families with small children and provided around 633 services and referrals to community partners ranging from: TTSD and community partner preschool enrollment; clothing, diapers, hygiene and baby items for children under 5 years old; parenting resources; supports to Creekside teen parent program; food resources and rental/utility assistance; connection to programs like WIC, the Department of Human Services, Early Intervention, Oregon Health Plan assistors, early learning resources at local libraries, programs for expecting parents and other supports and At our community listening sessions: the support and responsiveness our district has provided with the pandemic has been important. The work that has been started with collaboration and investment in staff to participate in more opportunities for school improvements. We have centered listening to our whole school communities and it has allowed us to address some of the socio-political impacts. We have included student voice in a climate change resolution, as well as a number of culturally affirming resolutions as we acknowledge our diverse community. Families have been impressed with the improvements in engagement, connection and community development.

With the work centered on community insight and invoice, it has really helped temper some of the other things that are out of our control. We have been able to be more courageous in the actions that we take because of how we have centered participatory decision-making and humanizing processes. It has continued to allow us to live our values of being a culturally and community responsive school district.

STUDENT INVESTMENT ACCOUNT 2021-22 ANNUAL REPORT TIGARD-TUALATIN SCHOOL DISTRICT

November 21, 2022



SIA ANNUAL REPORT REQUIREMENTS

- Requires report to Board – minutes as evidence
- Posted on website; public comment
- Fourth Quarter Progress Report
- Journaling Progress – Qtrs 1-3
- Annual Reporting Responses
- Progress Markers



TTSD SUCCESSES

- Behaviors – Equitable allocation of resources; Systematic approach to serve every student; Culturally and community responsive education framework: Community engagement during strategic planning



TTSD SUCCESSES, CONTINUED

- Actions – Anchor in Tier I practices across Teaching and Learning, Student Services, and Equity and Inclusion; Use of Program Inventory to inform allocation of resources
 - T & L – English Learner Specialists, K–3 Literacy, TWI, Literacy Specialists
 - Student Services – Social Workers, SEL Coordinators, Special Ed Teachers and Assistants, SEL PD
 - Equity & Inclusion – FPA’s, Culturally Responsive Liaisons, Basic Needs Infrastructure, Equity Leadership Teams, Building Equity Coordinators, Affinity & Alliance Groups

TTSD SUCCESSES, CONTINUED

- Policies & Practices – Educational Equity and Racial Justice (ACC) and Bias Incident and Hate Speech (ACB) policies have guided practices
 - Continuous Improvement Plans now focus on Policy ACC to support tiered approaches to instruction, social-emotional and mental health supports, and basic needs
 - Policy ACC now includes Equity Audits which involves review of data for improvements in 3 areas above

TTSD SUCCESS, CONTINUED

- Implication of Changes
 - Tangible equity work with use of improvement science and culturally and community responsive practices improve instruction
 - Transparent decision-making and budgeting through community processes
 - Sharing progress and adjustments through community feedback



TTSD CHALLENGES

- Use of Corporate Activity Tax (CAT) by State to backfill State School Fund
- Use of SIA by other districts to backfill shortfalls
- Staffing shortages in support services which impacts integrated education approach
- Substitute shortages that impact PD opportunities
- Increase of student needs post-pandemic
- Limited early intervention services for K-2 students



TTSD LEARNINGS

- From the SSA community process and Smarter School Spending, we have created a systematic approach to community engagement, partnership in decision making, and community-centered accountability
- Barriers and promising practices that impact our students
- Gaps in learning through investments and use of assessments with a focus on closing the gaps as monitored by data
- Perception and voice data that identify gaps of experience and interventions that address the gaps through stakeholder engagement.

QUESTIONS?

