SIA Annual Report
Crow-Applegate-Lorane School District

2021-22 Student Investment Account Annual Report

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Required Question	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? *(500 words or less)*	Having both a guidance counselor and a mental health counselor has been a great resource for all of our students. Our mental health counselor is able to provide our elementary students at least one Tier 1 social emotional lesson per week and begin building the relationships and systems for our youngest students to access counseling services. She also provides Tier 2 and 3 services through Check-in/Check-out, individual counseling, and family supports to all students in our district. Our guidance counselor has elevated student voice in response to recent tragedies in local districts and has been able to implement many of their ideas for supporting care and connection. Additionally, in discipline issues, she has been able to bring a restorative lens to various incidents. Our guidance counselor has played a critical role in course planning for next year and we are increasing our offerings of dual credit courses. Our Instructional Assistants are providing targeted literacy skills based interventions for students, primarily K-5.
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)*	During the 21-22 school year, we did not have any release time to review data and target interventions. Much of our meeting/planning time was consumed with changing guidelines and procedures. Our adopted 22-23 calendar does include an early release Wednesday each week, so we're hopeful for the future. Another struggle that I know many districts face, is a workforce shortage. We've had positions go unfilled and/or been unable to find temporary help when needed.
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)*	Having families not able to be inside the building very much has taken a toll on our ability to stay connected. Despite that, throughout the pandemic our staff members have become more creative and persistent in communicating in different ways. We've use layered strategies, such as phone calls, emails. website posting, surveys, community engagement events and more to keep families informed and invite feedback for decision-making.
4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what	We have really enjoyed and learned a lot from our community engagement sessions. In fact, we're hoping to increase to monthly events next year. We have also learned to communicate in different and various ways. Through those

Required Question	Responses
you've learned this year impact future SIA implementation efforts? *(500 words or less)*	engagement efforts, we learned that our students and families did not like the model of having our 6th graders on the elementary campus. In response, we have put changes in place to create a distinct Crow Middle School for students in grades 6, 7, and 8. Overwhelmingly, we've had very positive feedback around the addition of a guidance counselor.

1. *(Optional)* SIA Progress Markers offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required for the 2021-2023 biennium, please consider charting your assessment of the significance of the kinds of changes that occurred for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

   Explainer: As mentioned in Section 2 of the Supporting Quality Implementation guidance, SIA grantees were asked to track changes (or the beginning of changes) occurring as the result of SIA implementation, but were not expected or required to meet all the progress markers. Progress markers are meant as a reflection tool for grant recipients to track changes when the investments create or contribute to the changes outlined. This is not meant to be a means by which ODE measures successful SIA implementation. Few grantees would see changes in each progress marker and it is okay to only capture changes that have actually occurred.

   The significance of progress marker changes ranges from "Low" significance of change (smaller shifts) to "High" significance of change (larger shifts). The "No observable change" option should be marked when there has not been any noticeable changes for a progress marker, and the "Firmly in place" option should be marked in cases where the grantee feels that this progress marker was already in place prior to the 2021-22 school year. If you would like to add additional context to any of your progress marker responses, please use the optional "Explanation of any progress marker ratings" section at the end of the table.

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
Expect to See					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.		Medium			
An equity lens is in place, adopted, and woven through all policies, procedures and practices.		Medium			
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	Low				
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.		Medium			
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.		Medium			
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		

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
Like to See					
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		
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.		Medium			
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.		Medium			
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					No Observable Change
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and					No Observable Change

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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.		Medium			

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
Love to See					
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.		Medium			
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			
Students have avenues to share and communicate their dreams			High		

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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.					

(Optional) Explanation of any progress marker ratings:	