

Student Investment Account Annual Report Questions

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.

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District or Eligible Charter School	
<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><i>Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.</i></p>	<p>In response to the goals and outcomes of the Jewell School District, in relation to the SIA funding and processes, we can confidently say that the overall learning culture is changing within our district. Teacher, administration, student, and community communication and collaboration is much more open and productive, with specificity centered around student success and support for all students. The school board also voted to approve a continued 4-day work week for our district with the continuation of Friday professional development time for staff to work together, both virtually and in-person, in the district. These days have allowed for us to clarify student expectations, as well as staff discussions around what we are teaching, how we are teaching it, and how we are supporting all students. These expectations, put forth by the administration, in conjunction with input, discussions, and collaborative work between administration and certified/classified staff, has led to a much more open viewpoint of working together to create systems of supports for students to achieve academic success, as well as continued good physical, social and emotional health. The utilizing of the Plan Book software (daily lesson plan template) and the completion of the vertical alignment work (K-12), as well as breaking down the standards to the most essential for each subject, has further clarified what we are teaching our students, and opening doors of communication for how we will teach these components the most effectively. Alongside the growth in providing a higher level of teaching and learning for our students, we as a district have also seen changes in how we can also provide support for our students. Accommodations/interventions such as pull-ins, and pull-outs, are utilized within the special education department, as well as individual student supports being present directly in the classroom if</p>

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	<p>needed. The inclusion of student support team meetings each Friday, also allowed for staff to work with students on specific goals, tasks and time frames to assist in moving further into success. The post secondary work, alongside the new Diploma Options and Pathways program, is also changing the culture and mind frame of not only students, but that of the community of what is available beyond secondary school. The guides are in place, and the work is ever evolving in helping students to reach their highest potential, with the continued goal of seeing the post secondary success being linked back, to some part, in the work being done now.</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><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.</i></p>	<p>Overall, the largest barrier for our district was the impedance brought forth by COVID-19, as it was for most districts in our state and the entire country. Our focal point for our SIA plan was on students navigating poverty, and with our district working through moments of comprehensive distance learning (CDL), the challenges at time were quite present. Many students did not have access to reliable Internet service, and some students/families did not have any Internet access. Our district chose to produce packets for each student in replacement of learning via Internet access, although the option for further connection, and learning with students were present if requested from families and students. Teachers provided direct instruction with robust feedback to students two times a week during CDL. This feedback was done via written comments on their packet work, as well as phone calls, and electronic communication (such as Zoom, and email for example). Cohorts were also a factor in learning for students last year, as students spent the year separated into different cohorts, which for the social-emotional aspect of their well-being, was a challenge for many. The addition of the academic support staff, as well as the student support team and school counselor provided assistance and guidance to many of our students that struggled with the changes brought forth in the last school year.</p> <p>The consistent structure that has been in place with the Jewell School District was altered enough this past year that the impact was felt across all spectrums of education; students, families, educators, and more. However, multiple supports came forth from the changes as well, with the district achieving a good level</p>

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	<p>of academic success. As mentioned previously, the 2020-2021 academic school year saw many changes within our district: the addition of our academic support staff, student support team, push-in and pull-out model within the special education department, student attendance trackers & contact requirements, Plan Book implementation for all teachers to map out their classes for the year, vertical alignment work (K-12), PBIS development work, IAB assessments in preparation for State Testing, post secondary guidance/work, Imagine Learning trainings, data software program assessments, and more. Despite the challenges being presented, the District met these challenges with determination, a growth mindset, and continued to open up possibilities for all of our students, regardless of the current situation.</p>
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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)

Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.

Having the school year completed and looking back, it was clear that the 2021-22 school year was one with positive change. A majority of the stakeholders (administrators, teachers, support staff, school board, students, and families) continued to work towards student success for every child within our district. Some of the challenges earlier in the year involved Comprehensive Distance Learning (CDL) versus in-person or digital teachings. Many students, specifically within our focal group, did not have access to reliable Internet, so being able to communicate to all stakeholders the expectations and feedback regarding student work was crucial. Communication via phone calls, Internet connections, applications, and person-to-person discussions were all maintained, allowing for direct access from school to home and vice versa. District administration continued to support school staff with the time needed to help implement the many changes. Teacher's weekly Plan Books benefited all students and teachers alike with well structured learning targets and objectives for each class, every day of the week. These Plan Books were also set up by each teacher to provide intervention and modification options for students, specifically for students within our focal point. Students benefited from the work put forth by the teachers and administrators through our provided learning goals/objectives, in conjunction with the standards, and our pre-and post assessment work. Furthermore, within the special education department, the push-in and pull-out model of learning with our classified student support staff, provided certain students with the opportunity to work one-on-one with the support staff. During IEP meetings, students and families were part of the conversations in which these kinds of supports were offered. Support staff also provided insights and information pertinent to students that they worked closely with in our student success meetings. Further training and preparation of implementation of the Imagine Learning Program continued to take place, as did IAB assessments as required by administration to help us see where students were at the moment, and to help prepare them for state testing. The High School Diploma Options and Pathways program has been accepted by staff, and students began benefiting from the many options in which they can receive a diploma from the Jewell School District. This is a great positive change in mindset for our district, as students are

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	<p>already talking about the differing pathways, and are aware of what they need to do to reach the highest levels of academic success.</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><i>Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.</i></p>	<p>One prioritization for our district was the hiring of our academic support staff and guiding them to success with our students. Another prioritization was working with our student support team in beginning to build our MTTs support system for implementation. These are the areas that stand out the most, as these benefited students the most, and helped to put into place other pieces of the puzzle that are helping to define student success within our district. Through these avenues of our SIA implementation, all students, including those within our focal point, are finding more supports to guide them towards academic success. Educators are also changing their practice, with professional development time dedicated to looking at their practice, and refining what this looks like. Understanding the standards for each discipline, identifying the learning targets, creating assessments that check for learning and learning gaps, presenting mediation steps as needed, showcasing and talking about the data with colleagues and students, and all of these have one thing in common, student success. Each student is being supported academically, socially, and emotionally. The well-rounded student was a discussion point in the beginning of our creation of our SIA plan, and continues to be of great importance. Through our open houses, parent-teacher conferences, letters home, teacher-led discussions, social media posts, phone contacts, website updates, etc. The message is being sent home to families, and the entire community, that every student matters.</p> <p>One very exciting surprise this year was the inclusion of a series of camps that were able to take place for students. With the pandemic still very much present across the world, many summer camps were still not opening up for schools to send their students to for additional learning opportunities. One of the goals within our SIA plan was to shrink the summer learning gap, and one way to do this was to have students participate in a number of camps over the summer. Many summer camps did open up in June and July, with the Jewell School District sending students to a number of these opportunities, such as Volleyball, Football, and Band camp, just to name a few. Many students were more than excited to participate and showcase their skills and talents with their peers and others, while having fun doing something that they</p>

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	enjoy learning about. These camps were very emotionally uplifting and very educational for our students, and having these opportunities available was very motivating for our students.
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5. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required, please consider charting your assessment of the significance of the kinds of changes you think happened 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, nor report on them individually. This completely **optional** question is being offered for grantees that would like to start reporting on the changes they are starting to see on the progress markers. Few grantees would see changes in each progress marker and it is ok to only capture changes that have actually occurred. Given this is an optional question, you can also only provide a response to some of the progress markers; you're not required to provide a response to every progress marker. The "no change" option should be selected when there has not been any noticeable changes for a progress marker. The significance of progress marker changes ranges from low significance of change (smaller shifts) to very high significance of change (larger shifts).*

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 trajectory, areas for improvement, and individualized supports are provided.					

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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.					
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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.					

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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.					