

2021-22 Student Investment Account Annual Report

Required Question	Responses
<p>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? <i>(500 words or less)</i></p>	<p>There is a dramatic focus now on students of concern. More staff time is committed to identifying these students and finding them the services they need. North Powder has also hired a full time mental health counselor to deal with the trauma and mental health issues that resulted from the lack of peer interaction, extra-curricular activities, family trauma caused due to employment and relocating, and a host of other issues that impacted the health and well being of students mentally and physically.</p>
<p>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? <i>(500 words or less)</i></p>	<p>The major challenge evolved around Covid. With students being in CDL for part of the year and then several choosing online and homeschool options, it made measuring the impact of attendance, achievement and growth difficult. Most funding available was used to add a applied math course and stable funding for kindergarten, additional Title help and a second special education position. Providing services for IEPs, Title, interventions and etcetera was challenging to say the least due to attendance and online options, let alone when we were in CDL due to mass transmission. Therefore many of the original goals developed by the community while not on hold, were difficult to measure. However, the integration between HSS, ESSER, Summer Learning Grant and SIA has resulted in adding intervention courses, applied learning courses, summer school opportunities, and dual credit expansion. While originally we questioned whether active engagement or intervention classes had the most impact on learning, closing the achievement gap, and getting/keeping students on track, we are finding that we need both pathways to meet the needs of different learners. This years assessments I feel will be the true new measuring mark as last year students did not take testing seriously, especially at the junior level. Not having graduation implications attached to essential skills was a tough sale for assessments.</p>

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<p>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)</p>	<p>One of the beauties of a small rural school is we know and work closely with most everyone. When we have awards banquets, open house, Christmas Dinner before the Christmas concert, kickoff BBQs, work with C.A.R.E Coordinators from Union County, contract our own SRO, provide dual credit from multiple higher education entities and have local business members on our committees and school board, it is a constant discussion around ways to improve our school. These conversation range from classes offered to health and wellness of students and staff. North Powder's graduation rate is traditionally between 95-100%, regardless of disability, poverty, homelessness or being one of our ESOL students. Now our focus is how we become more intentional and robust. Yet with this focus secondary problems arise. When bluntly asked for input on specific topics some feel intimidated and bottle up. When your original investments hired needed personnel, how do you change course when it most likely means dismissing those personnel who are still needed. I feel surveys and input are very important, but I have had 4 children graduate from North Powder, still have one in high school and sit in the crowd as not only the superintendent, but a long time community member. I listen, people talk to me and I inquire. Can I document all of those types of discussions? Don't get me wrong, we have surveyed community, students and staff in the past, but it just does not have the same outcome as when someone feels they can, "just talk to you".</p>
<p>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)</p>	<p>With SIA , the ability to have a second Title teacher who is ESOL endorsed and has time set aside to work with emerging bilingual students is huge. We had 14 ESOL students total. Of those 14 we had 4 pass ELPA and 5 moved up 1 or more levels. We also had 2 students come from Mexico in late spring with trauma and speaking zero English. Having that second position allowed us transition them into school just to accustom them to our staff, students and school. They then attended summer school and are now a part of our student body on a daily basis. This would have been difficult had the district not had the position and personnel. Second, North Powder traditionally has</p>

Required Question	Responses
	<p>over 30 students on IEP and also has two very high needs students. For years we have covered these needs with one staff member and as soon as a teaching position opened up, the special education person would apply to transfer. Today we are able to cut the workload in half, provide better and more services, flood into the classroom instead of doing as much pullout and work with our high needs students as well. I am interested in seeing if the improves retention in these positions. Finally, while we budget for supplies for applied classes and funding for a counselor on a daily basis, I think having kindergarten readiness funded with a more stable funding source is crucial. In past budget crises, non state funded programs were the first to be cut. The sad part is that we now have years of evidence that kindergarten readiness (pre-school) has help us achieve above the state average year after year on the kindergarten readiness test. It is helping students with disabilities, from poverty or from a variety of other circumstances start building a common background in education at an earlier age. Now after a couple years without testing we will be able to see if the trend of improving our 3rd grade ELA and math scores begins to occur again. Like many these dipped during COVID, but our overall ELA scores were still above the state average. Our future has to be maintaining this positions that have helped us grow and move foreword.</p>

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
<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.					

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

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.					
Educators use student-centered approaches to foster student voice, reinforce student					

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

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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Love to See

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<p>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.</p>					
<p>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.</p>					
<p>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.</p>					

<p>(Optional) Explanation of any progress marker ratings:</p>	
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