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2022-23 Student Investment Account Annual Report Template

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.

Annual Report Questions	
Question	**Context/Guidance**
1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? *(500 words or less)*	Having a school counselor has changed the daily activities at MITCH significantly. Students can write a note wanting to meet with them and they have a safe place to talk about their feelings. I believe this will continue into the next year and improve behaviors and learning even more. Also, having Instructional Assistants has allowed all of our low/emerging readers to improve in their literacy skills.
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)*	The data we gathered in our initial year is still true today. We have not experienced any challenges in implementation. Thus, we have not made any changes.
3. SIA implementation includes ongoing engagement with all students, focal students[1], 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	Our intention is in the "involve" category and we are working our way toward the "collaborate" category. We have added many of our community voices to our school, but there are some others who we have not created a strong connection with yet. Also, our board of directors has established committees with specific goals that will help our students thrive (e.g. lunch program, maintenance, middle school, etc) to instill further community engagement.

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[1] Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

spectrum as you complete your response. *(500 words or less)*	
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 implementation efforts? *(500 words or less)*	We are working hard to strengthen our SEL curriculum use in the building. We have done trainings and a significant amount of coaching to ensure teachers are using tools consistently around the building. SEL is always our priority because without regulation, students cannot learn.

5. *(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 2022-23 school year, 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: 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.

Context is important, particularly when it comes to evaluating progress towards intended outcomes. With that in mind, making little or no progress towards outcomes is also valid and should not always be perceived negatively, but rather as an opportunity for shared learning and understanding to inform programmatic changes or potential needs from ODE.

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 is the default option, and 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 2022-23 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					

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

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.		X			
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.		X			
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.		X			
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.			X		
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					X

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No observable change
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.		X			

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.			X		
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.			X		
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		X			

plan to take after they graduate from high school.					

(Optional) Explanation of any progress marker ratings:	