

Sisters School District's 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.

Annual Report Questions

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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>The mission of the Sisters School District is a community connected education that creates belonging, prepares and inspires. We take our mission seriously, as we are truly taking steps to meet our students' mental, behavioral, and academic needs. The various funds from High School Success to this SIA grants have helped us put ourselves in a place to accomplish our vision. The data is already compelling at the K-2 levels where we have smaller class sizes because teachers have more connection with students, there is more capacity for individualized intervention and increased targeted differentiation.</p> <p>Using SIA funding, we are able to:</p> <ol style="list-style-type: none"> (1) hire additional staff to help reduce elementary class sizes through strategically increasing our K-5 teaching staff to increase student achievement and overall school climate. This intentional staffing increase allowed for greater individual student support throughout the pandemic. With a reduced teacher-to-student ratio, staff were able to enhance our ability to provide individualized academic support and build relationships that will ultimately grow their grit and resiliency. These additions certainly helped Sisters School District make progress towards the goals and outcomes desired through the SIA funding and processes. (2) as well as hire a full time counselor for the elementary school. To enhance our ability to support students mental well-being through increased access to timely and high quality support in the school. (3) We were able to add funds to our professional development account to implement Leader-In-Me and AVID literacy (4) Hire staff to support our marginalized students, specifically our English Language Learners. These staff members help us connect with families as well as provide academic support to the students, increasing family involvement and supporting our equity work.
<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>The 2020-2021 school year brought a number of barriers, impediments, and challenges to traditional school operations and our SIA implementation. The significant challenge was the distraction of Ready School Safe Learners protocols. While they were certainly intended to keep staff and students safe, the energy required to create required process was all-consuming and was a major distraction to our primary mission.</p>

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<p>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)</p>	<p>One of our successes from the 20-21 school year regarding ongoing engagement with focal students and their families was our ability to continue lines of communication with our families throughout the pandemic. We engaged families through monthly, live virtual meetings.</p> <p>We also continued a variety of surveys to staff, students and parents that provided us with information from mental health issues, social issues, academic issues and things we've learned from the changes that were forced upon us.</p> <p>A continued challenge regarding family engagement was finding the right time, format, and manner to engage students and families from our focal populations. It is clear that no a single format or manner of engagement works for everyone. We will continue to offer and experiment with various methods and structures to engage our focal students, the families of focal students, and educators.</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>Our mission is to ensure all students graduate through a community connected education that creates belonging, prepares and inspires. Our lens is our mission. To help students graduate, many aspects must be established for our students to successfully navigate twelve years of school. We know that strong relationships help students take chances, to engage challenging situations. Our goal is to challenge every students at one level above their zone of proximal development. This is accomplished by assessing students current level of academic understanding, have healthy student-teacher relationships and creating opportunities that ignite passion and motivation. That's it! If it were only that simple.</p> <p>While our mission remains, the students seem to change so we researched and listened to the needs, hopes, and desires of our focal student population, our staff, parents and other community stakeholders. What became clear is the need for our students to have a stable learning environment where they can grow academically and socially, while the outside society is unstable, rapidly changing a divisive. We leverage our SIA funds to best support student's social, emotional health as well as their academic needs.</p>

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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.					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

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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.				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	
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.			X		

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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.				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 plan to take after they graduate from high school.				X	