

2022-23 Student Investment Account Annual Report

Annual Report Questions	
Question	Context/Guidance
<p>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?</p>	<p>Significant changes are noticeable around increased attention on student well-being through creating a safe and welcoming environment and supporting students through a school counselor. Additionally, our staff having release time each week to focus on data and team together to identify assets and provide supports has been a tremendous improvement. We are able to bring multiple people into the conversation around what is going well and what barriers are preventing a student from achieving at high levels.</p> <p>Our district showed an 8% increase in regular attenders and a 12% increase in on-time graduation.</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?</p>	<p>Hiring fully licensed and high quality teachers, counselors and paraprofessionals has been a challenge. Applicant pools are small.</p> <p>Through partnerships with our unions, we have been able to increase wages for all groups. While we are proud of this work, SIA dollars spread thinner.</p>
<p>3. SIA implementation includes ongoing engagement with all students, focal students¹, 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.</p>	<p>We have made considerable progress in not only the number of times we engage with focal students and community partners, but also the depth of those engagement sessions. When referencing the "Levels of Community Engagement" we have definitely moved out of the ignore column. For some topics, we inform and consult. When working toward our profile of a graduate, however, we were very involved and collaborated with students and community partners to</p>

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

	<p>identify priorities. That work in ongoing and student and parent voices remain seated at the table to carry out implementation.</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 implementation efforts?</p>	<p>Our planning definitely focused us in the right direction! We plan to continue our practices that prioritize a safe and welcoming environment for all. We will continue to routinely review data and use our equity lens as decisions are made for programming and priorities.</p> <p>One of our biggest learning areas has been around how easy engagement can be and how valuable that information gathering is. A benefit of being a small community is our ability to reach each family individually to build relationships and partnership.</p>

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.

Crow-Applegate-Lorane School District
SIA Annual Report



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.				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	

Crow-Applegate-Lorane School District
SIA Annual Report



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.				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		

Crow-Applegate-Lorane School District
SIA Annual Report



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
<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		X			

Crow-Applegate-Lorane School District
SIA Annual Report



plan to take after they graduate from high school.					
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(Optional) Explanation of any progress marker ratings:	
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