

Echo SD 2022-23 SIA Annual Report



Presented at December 18th Board Meeting. Find online at:

<https://www.echo.k12.or.us/documents/sia--information--%26-documents/189075>

ODE Prompt	District Response
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>By the end of the 2022-23 school year we were clearly seeing secondary students re-engage in school as evidenced by increasing enrollment in our CTE courses offered here and other elective/dual credit opportunities through our Virtual Learning Academy.</p> <p>Additionally, we saw a significant return on investment for our staff-wide Quantum Learning professional development and the addition of our instructional coaches/interventionists. Because of these strategies we are establishing a culture for educators, students and their families where monitoring disaggregated student data, providing and accepting extra support and interventions, and then circling back is the norm. As a result, our instructional staff are identifying challenges for our focal groups before they fall too far behind and students are experiencing more success and less failure.</p> <p>The contribution of SIA funds over the last biennium have provided the opportunity for the district to implement these systemic changes and we look forward to maintaining, adjusting and deepening this work across our system and community.</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>We are continually looking for new strategies to keep <i>all</i> our families engaged consistently in the academic lives of their students, not just checking in during parent/teacher conferences or other intermittent activities. We also recognize that this is a difficult lift for many families who are working multiple jobs and may have several other barriers, including the reality that many actually live out-of-district. However, we are buoyed by the successes that have had over the last year and will continue to seek out opportunities and methods to make partners of all of our parents and community members, with special attention to those who have historically been harder to reach.</p>
3. SIA implementation includes ongoing	Our professional development and instructional

<p>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 https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.</p>	<p>coaches/interventionists have contributed to a more team-oriented and engaged staff across the board. We are proud that everyone has become involved in the instructional system provided to our students. Our progress in this area veers into the Level 4 and 5 territory on the CE spectrum.</p> <p>Likewise we have a consistent core group of vocal community stakeholders who continue to be helpful, supportive and willing to be true partners in our work. The Integrated Planning process was a good opportunity to engage this group in meaningful dialogue about the quality of our school system in Echo, a priority for this small bedroom community to maintain and attract value.</p> <p>In 2022-23 year we redoubled our efforts to engage our out-of-district families and it worked. Our PTO doubled in size and is on its way to becoming a group that not only supports activities and provides input but leads efforts and generates success. For example, we had record-breaking attendance at last week's Family Night. The lesson learned from that event is not to serve popcorn; it ended up all over the school, which is a good problem to have.</p> <p>Our engagement falls across the spectrum, but we are breaking into the upper-levels more consistently across stakeholder groups than in prior years.</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?</p>	<p>For the last year of the biennium we were focused on finishing up the projects that we were able to start with the advent of SIA, namely school safety and CTE expansion. We have learned that by increasing the physical safety of our campus and adding a SRO, our school staff is able to focus their time and attention on student needs and instruction. Prioritizing our CTE expansion, guided by student choice, has increased student engagement at all levels and contributed in ways that we didn't anticipate to the culture of our school and community. For example, our Home Ec instructor is pairing up her students with students from the primary grades. The little kids draw pictures of monsters and the older students bring them to life through sewing and craft. The monsters are cute, but the cross-age collaboration and delight on both sides when the final products are revealed is absolutely priceless.</p>